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# School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

## In This Issue:

- ★ **Tired Teachers** — *Falk*
- ★ **Superior Teachers Will Be Available** — *Carrothers*
- ★ **Planning Postwar Pupil Transportation** — *Featherston*
- ★ **The School Board During the Committee  
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# THE AMERICAN School Board Journal

JUNE,  
1945

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J. J. KRILL

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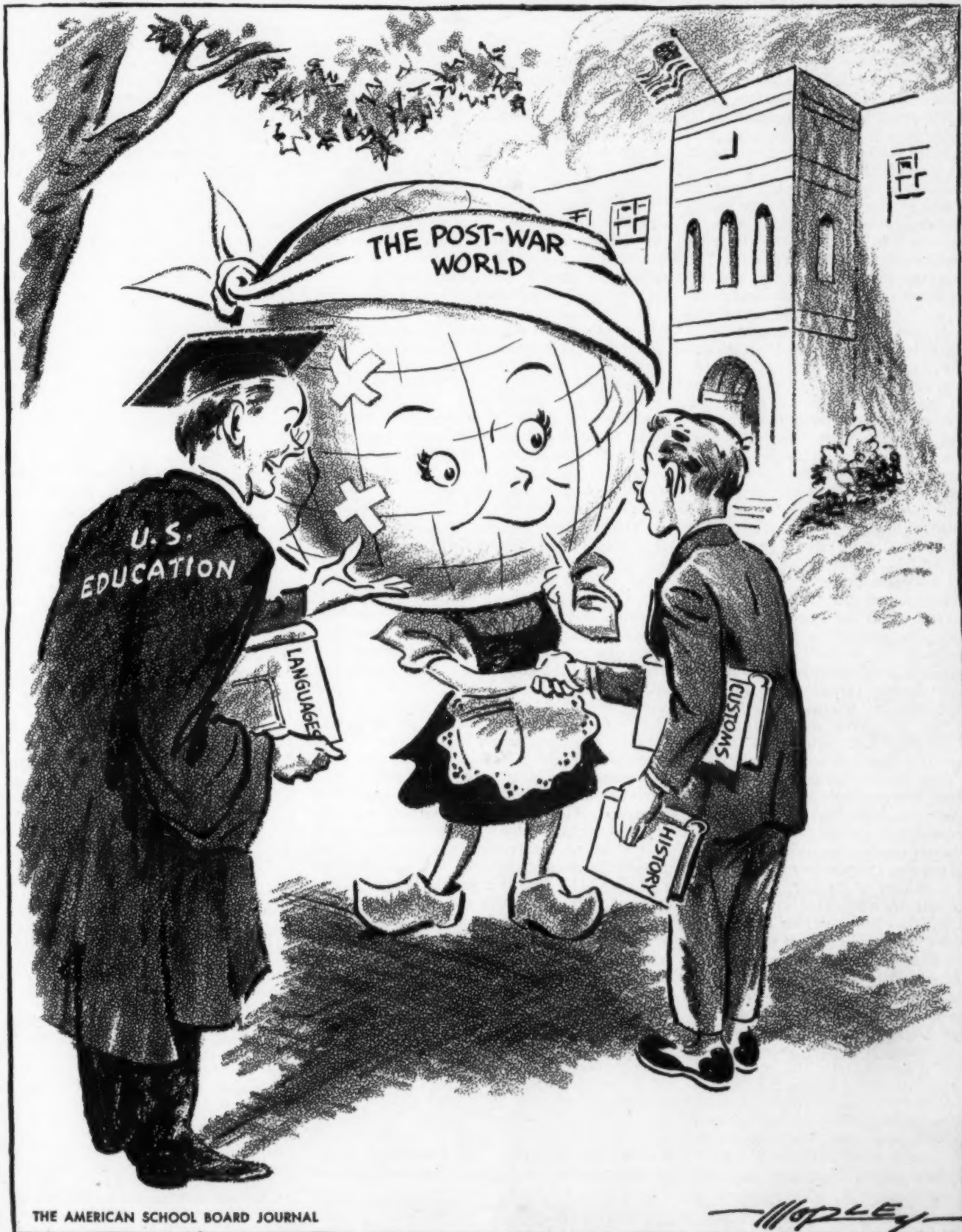


# School Board Journal

Volume 110, No. 6

JUNE, 1945

Subscription, \$3.00 the Year.



THE AMERICAN SCHOOL BOARD JOURNAL

"I WANT YOU TO KNOW EACH OTHER BETTER THAN EVER BEFORE!"

# Sabbatical Leave as an Element in Postwar Teaching Efficiency

Veronica Trimble Kuhnle<sup>1</sup>

Teaching in the postwar world will be a different experience. By compulsion, swift-moving changes in our political, economic, and social life will make it be. By inclination, those responsible for education and cognizant of its influence, will want it to be. Superintendents and school-board members will have to be on their toes to provide proper in-service training for their teachers. Otherwise, their systems will lose in effectiveness and consequent standing. Competition will be keener, and standards higher. The war has demonstrated the need for, and possibilities of, education.

One of the best means of in-service training for teachers is the sabbatical leave. Its growth has been slow, though its underlying philosophy is old and universal. Industrial establishments, businesses, doctors, architects, engineers, have long taken "time out" for the progressive growth of their members or themselves. They have believed that the experience gained was worth more in morale than the few dollars spent. Educationally, the sabbatical leave was an established practice in the past century in almost all of the European countries; in the United States, university professors regularly take paid leaves of absence every seventh year for travel or research. The more enlightened of our large cities permit such leaves on the secondary level; moral support and adequate financing have lagged. Experience has shown that the plan is not feasible in the small communities. Larger systems that have adopted it have reported enthusiastically.

Superintendents and school-board members in larger systems can contribute to postwar teaching efficiency by offering a sabbatical plan which "not only offers opportunities for study and travel, but safeguards health through the rest and recreation which it permits."<sup>2</sup> They should recognize a distinct advantage in offering incentives, such as bonuses, salary increases, and promotion, for "higher compensation should always be associated with better teachers and a better quality of service. They are intimately related to the welfare and happiness of teachers."<sup>3</sup> The sabbatical leave satisfies needs that are indispensable to the welfare of the teaching profession. As summarized by the N.E.A.<sup>4</sup> in its blessing of the plan it affords: (1) the general cultural value of travel, (2) an opportunity to get advanced or other degrees under favorable circumstances, (3) increased fitness and enthusiasm due to the physical and spiritual benefits of a change. (4) Last, it will build up the school system (a) by the training of teachers of less experience during the absence of experienced teachers on a sabbatical leave, (b) by adding an incentive to young men and women contemplating entry into the profession.

<sup>1</sup>On sabbatical leave from the Lowell High School, San Francisco, Calif.

<sup>2</sup>Almack, John C., and Lang, A. R., *Problems of the Teaching Profession* (Boston: Houghton Mifflin Co., 1925), p. 285.

<sup>3</sup>*Ibid.*, p. 235.

<sup>4</sup>N.E.A. Proceedings, Vol. 63 (1925), pp. 367-370.

Administrators who encourage the sabbatical leave should be able to justify the plan to taxpayers without difficulty. Its cost is very slight if full salary minus the substitute's pay is granted. When Kansas City adopted its sabbatical plan, it estimated that the cost would not exceed \$8,000 a year, and probably only \$5,000. Citizens should be quick to see that young, married teachers with family responsibilities, however much they wish to improve themselves, cannot take time off to do so without adequate remuneration. Administrators should find it easier to encourage the sabbatical leave if they will realize the value of this well-stated<sup>5</sup> conception of the leave: (1) The teacher on sabbatical is considered in the employ of the school system, under specific assignment, preparing for continued service, and entitled to full professional credit. (2) Its purpose is primarily for the benefit of the school system itself. It is not a bonus for previous service but for FUTURE GREATER GOOD.

If this idea is accepted superintendents and school boards should have little trouble in setting up desirable limitations for a satisfactory plan. Advocates such as Dr. Frank W. Hart<sup>6</sup> have already set up such limitations to obligate both teachers and school boards. Teachers on leave would (1) be subject to the governing board as to how time would be spent, (2) have to submit acceptable plans for approval, (3) have to report at the end of the leave of the fulfillment of their approved plan, (4) not accept gainful employment during their leave, (5) be required to return to the district . . . their sabbatical pay if they did not return. Boards granting the leave will: (1) employ one sabbatical substitute for each regular teacher on leave, (2) require considerable advance notice of the intention to take a leave, (3) grant leaves to not more than from 1 to 2 per cent of the certified employees at one time, (4) exact guarantees (bonds) of the intention to return if mentally and physically able, (5) permit leaves for no longer than a year, (6) insure automatic reinstatement of teachers to their positions, (7) maintain uninterrupted standing in tenure and retirement.

Benefits of the sabbatical leave to postwar teaching efficiency should be great. After 15 years' observation in Rochester, Assistant Superintendent O'Hern pronounced the plan to be "the best investment imaginable in teacher training." The New York committee of superintendents, principals, and teachers which advocated the plan in that state did so with the idea of "retention in the service of experienced teachers who, through rest and change afforded by a long absence from school, would be less subject to lengthy periods of illness, or early disability retirement." But, whatever the remedial benefits of the leave may be, the *positive contributions*

<sup>5</sup>Leaves of Absence for Study, *Sierra Education News*, Jan., 1928, pp. 10-11.

<sup>6</sup>Hart, F. W., *A Proposal to Spread Employment in the Teaching Profession by a Sabbatical Stagger*, *AMERICAN SCHOOL BOARD JOURNAL*, Vol. 88, March, 1934, p. 28.

to the cause of education are far greater. Already we have committed ourselves to new counseling and guidance setups. We have realized the school's responsibility for close co-operation with health, vocational, recreational, and special community agencies. We have insisted on further special training for those to whom we entrust these complex responsibilities. Recent surveys in the personnel field<sup>7</sup> show that return for one year's special collegiate study is a marked trend. This trend will be accelerated after the war. We cannot expect teachers who have not sat in a university classroom for more than twenty years, or read from a 1944 bibliography, to be keenly sensitive to the newer challenges in education. Neither can we expect teachers who have never crossed the boundary lines of their own states to have the vision required for building in the generations of tomorrow the wider global horizons of our "One World."

The writer is nearing the end of a sabbatical year generously granted her by the city of San Francisco. Tangibly, she will have gained an administrative secondary credential from the state of California and a master's degree from Stanford. Intangibly, she will have gained far more—gains that should enable her to return to her system with "a new angle, a new point of view, a new stimulus to professional growth." She believes firmly that when all has been said and done, there stand, most pertinent to the sabbatical leave, those words of the university of London's Sir John Adams: "After a good human holiday the teacher comes back better fitted for his professional work, even if he has not visited a single museum or picture gallery. He has met different types of people, has experienced different ways of eating and drinking and playing; he has taken a deep bath in the great pool of humanity and therefore is more at home with himself and the world than he was before."

<sup>7</sup>Sturtevant, Sarah, Strang, Ruth, and McKim, Margaret, *Recent Trends in Student Personnel Work* (New York: Columbia University, 1940).

## ARMY ABROAD OPENS HIGH SCHOOLS

The Army Information Education School, now functioning abroad, has been established for two main reasons. The first is to orientate men not in combat, and to give them a clearer insight into causes for which they are fighting.

The second object of the school is to smooth the rocky path of absorption into civilian life. It will serve as an army high school, during duty hours, when it will replace military training. Students may elect the subjects they wish to study. Two divisions of the school will be formed, one to take the form of unit schools, and the other a university arm. At least one university arm will function in England and another on the Continent.

The sponsors plan to convert technical departments into "little red schoolhouses." Selected men will be trained as teachers at each post and then these teachers will instruct students. Among the more important courses will be one on how to run a small business of any kind.

A recreational and athletic program will be run in connection with the school. An important feature will be establishment of discussion groups. Visual training is one of the key methods. Movies, pictures, photographs, maps, even diagrams will help to fix the knowledge.

The Army School will function at all posts and centers, and will be carried on in the Army of Occupation until the last Yanks return to the States.



# Superior Teachers Will Be Available

George E. Carrothers<sup>1</sup>

School administrators are soon to have a really great opportunity to demonstrate leadership in the improvement of education in the classroom. There are at this moment more positions in our schools needing good teachers than at any other time in the history of education in this or any other country. In the state of Michigan alone there are more than 5000 emergency, substandard teachers keeping school while regular teachers are in war work. Also, the increases in enrollments at all levels which are sure to come soon after the Japanese war closes will require even larger numbers of teachers than were needed before the war. All of the emergency and all of the additional positions should be filled as soon as possible by capable teachers. This probably will mean that within the next decade more than half of all teachers will be new to the schools. What an opportunity for administrators who really know the importance of A-grade teaching ability in the classroom and the widespread influence of superior teachers in school and community! Will superintendents see the need and will they meet the challenge in a superior way?

I know of no other one procedure which will yield larger returns to children than that of obtaining and retaining superior teachers, and I know of few topics in which it is more difficult to develop real interest. Schools have been giving major attention to other problems and it will not be easy to shift gears in wartime. Educators, like other adults, hold tenaciously to their favorite ideas, and the one receiving rather widespread attention today appears to be unusually persistent. Only the other evening a group of parents, all college professors, listened to a threadbare, though widely advertised lecture by a great educational leader, at least he was thus placarded. We were seriously interested in discovering how to improve the schools; we were and are greatly concerned that many capable boys and girls should be getting so little out of the hours spent in classrooms. The topic announced, "Better Schools for the Future" intrigued us. Yet what did we get — another speech on curriculum revision — the one and only way to save and improve the schools! As we left the auditorium one of the men burst forth with "Ye gods! Isn't there some way to throttle these perennial curriculum revisers? Isn't there any other good idea in professional education? Seems to me all I have heard for a generation is curriculum revision."

Those who have been working in the field of professional education for a number of years do realize that many other good ideas have come to the front. Each has had its day and in turn each has relinquished the center of the stage to other ideas. It is, of course, extremely difficult for adults in any field to move on to new areas once they have taken firm hold on an idea which gives promise of bringing lasting benefit to a large section of human society. But curriculum revision seems to hold on tenaciously long after it should have had the grace and courtesy to retire "to the wings."

## The Three M's

**METHOD.** DeGarmo and the McMurrys visited Europe in the late 80's and early 90's to study teaching principles and practices. After their return to the United States, many books on general and special methods soon appeared and ere long the entire profession became "method" conscious. The late 90's and early 1900's witnessed teaching throughout the country built on the five formal steps. "Methods of Teaching" in various forms was the topic most frequently found on programs at educational meetings. After a decade or two method ceased to receive major attention yet it continued to contribute to educational progress as it gradually gave way to the second "M."

**MEASURES.** Rice, Terman, Courtis, Thorndike, and others began to develop tests and measurements. For some years "measuring" was the panacea for all educational ills. Teacher-training schools, becoming enthusiastic over the value of tests, proceeded to indoctrinate about every student coming within their walls. Much good was accomplished, and is still being accomplished in widely scattered educational and social areas by testing and measuring programs. Yet, in time, that, too, yielded to another idea which was emerging.

**MATERIALS.** The second and third decades of this century saw the beginning of and emphasis on the selection of materials for use in educating pupils. Teachers began to realize that not all subject matter is of equal value, specially since schools are enrolling boys and girls from all walks of life with all sorts of interests and talents. In a short time the idea of revising school curriculums captured the teaching profession. Everyone who wanted to promote better education or to obtain recognition and advancement in the educational world climbed onto the band wagon. Hundreds of thousands of dollars were spent on cur-

riculum surveys and studies. Curriculums were revised and re-revised and published in car loads. One college boasted that it collected 30,000 revised school curriculums in a ten-year period. Two decades of widespread, intensive study of the curriculum brought to education large amounts of good. No one could be so shortsighted as to deny that. But this writer would like to inquire as to the operation of the law of diminishing returns. Why not allot to curriculum revision a definite, useful niche in the profession and then move on to other, more useful topics and areas?

During the time these three "M's" and other major considerations have been holding sway in the educational world other ideas have emerged and played their part in the improvement of schools. The "Progressives" thought they had an idea, and they worked it for all it was worth, possibly for more than it was worth. Only time will tell. And that "movement" is passing, leaving in its wake certain modicums of value. There are at present, however, other major problems which give greater promise of valuable return to education than has come from any of the areas mentioned. The one great need of the day is for superior teachers.

## Teacher Selection

Teacher selection and retention will not make the headlines which are possible in some of the other fields. Many a mediocre administrator has made a reputation for himself by giving a few tests and doing a little measuring, then in some way relating his study to what the great pioneers in this field have done, thus attracting attention to himself. The coattails of Courtis, Terman, Thorndike, and other real leaders in education have carried a large number of average and above average superintendents and professors into larger reputations and positions than otherwise they would have been able to obtain. Such will hardly be possible in the field of teacher selection, yet that field is the most promising of all for the bringing of lasting improvement to education.

A good teacher, a really great teacher in a classroom at any level, accomplishes that superior educational work with students for which every parent fondly looks and longs. Mediocre and inferior teachers do an equally inferior grade of work and they cause conscientious administrators no end of trouble and annoyance. Superior teachers with but a minimum of supervision continue day after day producing superior results. Also, the "golden personality" in the classroom leavens the whole school by

<sup>1</sup>University of Michigan, Ann Arbor.



diffusing a helpful, encouraging influence throughout the student body.

**SUPPLY OF TEACHERS.** Not a week passes these days that we do not hear school administrators say they are looking for teachers. Thousands of the best teachers have gone to war and thousands of prospective teachers have taken jobs instead of entering training schools. But this situation will change; it will change soon and overwhelmingly if previous experiences are of any value in predicting forthcoming events. In fact already one can see the trend back to the school. Patriotic teachers who forsook the classroom for the assembly line are now seeking school positions for next year. The ending of the war in Europe this spring will cause a tremendous letdown in army pressure, a widespread releasing of uniformed men and women, and a rush back to the home community to find jobs. Many of these men and women will go into business and industry, but other thousands will seek positions which will be of a more permanent nature in order to be secure in the depression which practically everyone seems to think will come while business is being reconverted to a peacetime basis.

The "G.I. Bill of Rights" makes a provision for the returning veteran to prepare for the particular kind of occupation each wants to follow as a lifework. Many members of the armed services both men and women want to enter or re-enter teaching. Some of those who have been teachers will wish to obtain additional education at the expense of the government and for their own satisfaction before they return to the classroom. At the same time there will be thousands of pupils graduated by high schools who will not be called to armed services as their former associates have been. Many of these young men and women will go to teachers' colleges and schools of education to secure preparation for teaching. From these several sources it appears that there will be an abundant supply of applicants for teaching positions. At such a time as this, boards of education and administrators will have a superb opportunity to obtain really excellent teachers.

**ABANDON THE ASSEMBLY LINE IDEA.** Time was when it was not so necessary for teachers to be specially capable and well trained. Curriculums were traditional, only a few boys and girls were attending schools, and those who did not do well could easily be dismissed from school. Courses of study and teaching methods were prescribed from headquarters and the administrator was quite specific, traditional, and exacting in the things he required. There was not then the need for thoughtful teachers such as is the case today. The schools of today are called on to meet the individual needs of boys and girls coming from every phase of American life with interests and talents as varied as the wildest imagination can picture. Instead of merely the former group of pupils with

similar interests and abilities, *all* boys and girls are now attending school until 13 or 14 years of age, and many states are preparing to raise the compulsory school age as soon as the war is over. No "foreman" or school administrator can understand the needs of all of these young people; only superior teachers broadly educated and specially trained can fathom the individual needs. And these needs must be met in the schoolrooms if they are to be met adequately.

It has always seemed a bit strange that educators who travel many miles to study with a particular man for a summer or year, knowing that he is a great teacher, cannot see the need for selecting really great teachers for the children in their schools. If the adult who has had a considerable amount of schooling and has developed the ability to do some self-educating is in need of a superior teacher, it would seem that immature children are all the more in need of really great teachers. How shortsighted we are at times, or else how careless and unconcerned about the welfare of our children!

A really well-educated, good teacher does his own testing and chooses his own curriculum within the general pattern suggested by the school. He chooses those materials and experiences which he thinks will be of most use to the students under his charge. Some time ago a small mid-western college had several language departments consisting of one man each. A few students were enrolled in French, German, Spanish, Latin, Greek, and possibly in other languages, and the head of each department took care of all teaching. As the years came and went the Department of Greek, believe it or not, was enrolling as many students as any other two departments. The teacher of Greek was an outstanding man. He had traveled widely, he had collected materials of interest to his students, and he taught as if the abundant life in America depended on each person's knowing Greek. He was an exacting teacher, but he was teaching men and women instead of Greek and he brought to his classes so much of real living in modern society that he had to

turn away students each year. Intelligent administrators know that nine tenths of their worries are over for a particular situation the day they employ a superior teacher. Is it too much to hope that boards of education and administrators will take a long look ahead, that they will begin now to plan for the education of boys and girls of the postwar years, and that they will really be courageous and discerning in their seeking to employ teachers who can teach youngsters, instead of merely letting local applicants obtain the vacant positions?

#### Retention of Teachers

Teachers, really good teachers, are interested in three things: congenial working conditions, a good salary, and an opportunity to grow. When these three conditions are met it does not seem to matter greatly how much work a teacher is called on to do.

**WORKING CONDITIONS.** It is not possible at all times to give to each teacher the particular schedule or room or equipment which he may want. But material arrangements, though of great importance, do not constitute a major consideration. It is something less tangible and more spiritual that really counts, and the administrator is the one who can provide this. Teachers, as other human beings, are sensitive and good teachers are the more sensitive. Mechanical, routine activities in the shop or store or business can be carried on even under strained relations. But not so with education. No person is at his best as a teacher of children unless he is at ease in his associations. When a superior teacher has been secured everything possible ought to be done to provide a warm, friendly, harmonious atmosphere in which to work. Any other procedure in a democracy is fearfully shortsighted and wasteful. "Tis the understanding spirit, 'Tis the soul resolved to give, 'Tis the love behind the lesson that can make the lesson live." And the "love behind the lesson" develops only in a congenial atmosphere.

**SALARIES.** A nation which can spend hundreds of billions on war and can even contemplate the spending of two or three billion a year on peacetime military service surely can afford to pay for good teachers of its youth. The salaries of teachers have always been woefully low. Only the noblest kind of consecration to service has held some of the best teachers in the profession. Superior teachers say with William Lyon Phelps, "I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race." They remain in the profession because they love it. I see them in classrooms every week as I visit schools. They are an inspiration and a joy to observe at work. Also, it must be admitted, I see many a classroom which once was honored by the presence of a superior teacher, now occupied by a



"school keeper" who knows not teaching, who knows not boys and girls, and who knows not that he knows not. Forty keen young minds await guidance and outlets for their restless, creative energy. And what are these boys and girls getting in many classrooms today? They ask for bread only to get a stone. And to the poor teaching, the mediocre "school keeper" often adds browbeating of pupils to enforce his authority. Open conflicts arise and a start is made toward youthful rebellion followed later by juvenile delinquency. Communities need to learn that the best investment possible for the welfare and happiness of their children is so to plan now that teachers' salaries will at least be doubled within the next ten years! Instead of getting something for nothing by keeping salaries low, parents are actually getting nothing for something. By doubling salaries parents can quadruple the return on their investment.

**GROWING TEACHERS.** Recently, members of a board of education came to my office to inquire concerning a new superin-

tendent for their city. Almost the first remark made by one member was that the board hired their present man three years ago and that he had grown so rapidly a larger city was taking him. When told that a superintendent could be secured who would probably not be called to another system for years, they replied as one man that they were not interested in a person who had "arrived." They wanted a growing man, a superintendent interested in the continued improvement of his work. Even though the present administrator had remained with them only three years they felt that he had brought genuine educational improvement to their entire system. Likewise superintendents, worthy of the name, are anxious to find growing teachers, then to help them continue growing. Superior teachers in turn are interested in their own personal and professional growth. They usually refuse to remain in static, traditional schools, managed one hundred per cent from the central office.

The most important job of any school administrator is that of choosing personnel.

In the years just ahead, that job will be doubly important. The increased enrollments in the schools, sure to follow war days, the departure of many emergency teachers from classrooms, and the more varied programs which will be demanded by the heterogeneous enrollments, will make it necessary to choose two to three times the number of teachers that would be chosen in the same number of years under ordinary circumstances. This great opportunity is just in the offing. Never before have school administrators and boards of education had such an opportunity to serve well the interests of children. Can parents and the children count on these community leaders to measure up to their high responsibility? Dare we hope that a long look ahead will be taken, that superior teachers *will* be chosen when superior persons are available, and when once employed that they will be given good working conditions, adequate salaries, and opportunities to continue their growth both personally and professionally?

### What is the Educational Answer of —

## Preparedness for Peace

*Hugh L. Sulfridge<sup>1</sup>*

Past experience has taught peaceable nations some valuable lessons. They have learned the futility of putting their trust in international agreements in the absence of authority to enforce these agreements. International laws, just like national laws and state laws and local laws, must be backed up by an effective police force. In World War I, the allied nations by the exercise of military might, organized and united, won a great victory, but they lost the peace because they could not agree on an international police force strong enough to curb dictators and aggressor nations.

We are again waging a world war at untold cost of men and wealth. The allied nations have pledged themselves to continue the struggle until total victory is achieved. Nations strong enough to win such a victory will be strong enough to maintain the peace. Every thoughtful person must realize that necessary precautions and effective measures should be taken to prevent future wars. Peace-loving peoples must organize and co-operate internationally to promote their common welfare. Also, they must be prepared to exercise military power if necessary to guarantee the sanctity of treaties and laws. Nations having the responsibility of maintaining the peace, executing the laws, and

enforcing the decisions of international courts of justice must be in a state of perpetual military preparedness.

Indications are that the United States of America will emerge from this war the greatest military power in the world. Shall we voluntarily relinquish this power and foolishly refuse to assume the responsibility of protecting the priceless jewel of peace which has been purchased at so great cost? No. This nation is determined never again to be caught weak and unprepared. Even now while we are still engaged in war steps are being taken to maintain our leading position of power and influence in the postwar world.

In order to guarantee a state of perpetual preparedness our military leaders tell us that we must require a year of military training for every man physically fit between the ages of 18 and 25. Whether this is the best solution to the problem of maintaining our military strength is open to question. It is assumed that young men selected for this compulsory training would be taken into military camps and there subjected to more or less orthodox military regimen, including physical conditioning, military drill, manual of arms, handling mechanized equipment, learning about new weapons, culminating in field operations and maneuvers under simulated wartime conditions. After the year's train-

ing the trainee would be placed on the reservist list, subject to call to active duty in case of danger or actual war.

Assuming that what the country wants is genuine preparedness, will such a program give us what we want? Does this type of program involve all the factors essential to a country determined to be ready for any emergency? Is there an alternative program or combination of programs which would come nearer to guaranteeing peace and security?

### Would Training be Universal?

What the advocates of a year of military training have in mind is not universal military training; it is universal only to the extent that physical and mental fitness of males between the ages of 18 to 25 is universal. The records of selective service boards during the present war reveal that 40 per cent of men of service age have been rejected because of mental or physical defects. Under prevailing conditions then there would be 40 per cent of unfit males who could not be counted for military training. Then, there are all the women of military age. During the present war, thousands of women have been enlisted in the armed forces, trained for special duties and services no less important or essential than those of their brothers bearing arms. If we are to envision universal training and the

<sup>1</sup>Principal of the Lane High School, Charlottesville, Va.



utilization of our total man power, we must think of our 4-F's and we must think of our women whose fitness, discipline, and training are just as essential for achieving a state of complete preparedness. Therefore, our first objection to the year of so-called universal military training is that it will include only a limited portion of our total potential man power. As a matter of fact, such a program would involve only 30 or 35 per cent of all the young men and women coming within the age group to be trained.

The value of the proposed year of military training as a means of achieving real preparedness is open to serious question for another reason. The War Department recently issued a bulletin entitled: *Essential Facts About Pre-Induction Training*. Contained in this bulletin is an outline of army needs for preinduction training in relation to areas of secondary school education. There is a statement in the introduction which is very significant:

Pre-induction training does not sacrifice, in the interest of the immediate need, permanent long term values in education. The knowledge, discipline, conditioning on skills given boys as preparation for military life will serve as a foundation upon which they may build useful and satisfying post-war careers.

Preinduction training aids the progress of the war. It gives boys the background and preliminary training they need in order to get the most out of post-induction training. It gives the Armed Services personnel able to wage modern war.<sup>1</sup>

And here are the things which are to be emphasized in this preinduction training: physical fitness, mathematical skills, knowledge and ability to apply scientific principles, basic language skills, occupational skills, knowledge of why we fight, orientation to army life, health, sanitation and first aid, map-reading ability.

#### Military Training Not Curative

Here is a program of training which in its very nature can and should be made to include all, a truly universal program. Moreover, it is a program which is more practical and effective than anything envisaged in the year of traditional military training. It is necessary that one face this problem realistically. There is no magic attaching to a year of military training which will compensate for inadequate training prior to the age of 18 and enable young men to achieve a state of perpetual preparedness. Mr. Jay B. Nash, chairman of the Department of Physical Education and Health of New York University, in a letter published in a recent Sunday edition of the *New York Times* expressed this idea far better than I can. He said in part:

No individual is going to be fit at 19 who has neglected his fitness in the years up to 18. The long years of childhood and early adolescence are crucial years. . . . Children must be protected against childhood "blights" which become causal factors for so many of our 4-F rejections. Organic power must be built up over the long years of 6 to 18.

There is even a possible danger that the

<sup>1</sup>Italics are author's.

inauguration of a program calling for a year of compulsory military training at tremendous cost and with unwarranted emphasis on its value may have the effect of lulling us into a false sense of security. We might as well face the plain truth that no one year of training, military or otherwise, will insure us against future wars or be the sole means of our salvation in the event that we are attacked.

#### An Alternative Program

Without presuming to think that any particular plan or program of training is perfect, the following outline of a proposed alternative program or substitute for a year of compulsory military training is suggested:

1. That there be inaugurated a nationwide program for the development of health and physical fitness, sponsored by the Federal Government in co-operation with state boards of education and state boards of health; that this national effort be under the immediate guidance and direction of the Surgeon General of the United States and the Commissioner of Education; and that, after adequate surveys have been made to determine needs and inequalities of opportunity existing in the several states, federal aid be provided to insure a uniform program of health and physical education for every child from the ages of 6 to 18; that this program be organized and administered as a part of the respective state educational systems and that adequate trained personnel and facilities be provided to insure the success of the undertaking.

2. That in connection with the health program there be provided professionally trained specialists in dentistry, medicine, psychiatry, and nursing who will be charged with the responsibility and duty to make periodic examinations of identifying physical and mental defects and of adopting remedial measures.

3. That the health and physical education program be carried on in conjunction with the regular educational work of the public schools to the end that there may be uniform growth and development of all children.

4. That the curriculums of the schools, in both elementary and high schools, be modified to meet the needs of preinduction training, emphasis being placed on mathematics and language, occupational skills and vocational education, knowledge of

and ability to apply scientific principles, a thorough knowledge of geography, civics, and American history. In addition, such specialized courses should be offered in high schools as may be found necessary to fit students who can qualify for entrance into higher institutions, including technical and military schools.

5. That on completion of high school or between the ages of 17 and 23 inclusive, every boy and girl physically and mentally fit be required to take at least four periods of training, not less than six weeks each, fitting them for military or related specialized services; that these periods of training be conducted at such camps, schools, or other centers as the military and educational authorities may deem wise; that these periods of training be scheduled during the months of June, July, and August of each year; and that all trainees completing these basic courses in military instruction be placed on the reservist lists and subject to call for military duty at any time.

6. That from the list of those completing the basic courses in military training each year a number of young men and women properly qualified by ability, education, and character be selected for further training in the ROTC.

In conclusion, let us consider a few of the advantages of such a program.

1. It involves universal training over a period of years sufficiently long to remedy defects, to establish habits of thought, to develop physical and mental skills, to insure educational growth under suitable guidance and discipline, and to stimulate individual initiative and leadership.

2. Provision is made for periods of compulsory military training so arranged as not to interfere seriously with vocational or educational careers. Moreover, by correlating the military training with academic education and by extending both over a period of years, there will result a greater degree of all-round development.

3. The far-reaching and thorough courses in health and physical education will serve to eliminate most of the possible 4-F's and thereby increase the available man power, a vital factor in modern warfare.

4. The program provides for the training of women as well as men. Modern wars are total wars. We might as well face this hard fact. We have but to observe the important role played by women in all the principal allied nations during the present war to realize that woman power has become a factor. Any program of national service training that does not provide for the development of our total woman power as well as our total man power must be considered inadequate.

What the country needs is a program of universal education and training for national service that will enable it to maintain peace by being continually ready for war.





# Planning Postwar Pupil Transportation

Glenn Featherston<sup>1</sup>

One of the phrases most frequently encountered today is "postwar planning." The logical connotation of "postwar planning" is that it involves the formulation of plans which will not be executed until after the war. The term as used here should not be so strictly interpreted since many steps could be taken immediately, without interfering in any way with the war effort, which would contribute to the improvement of pupil transportation. However, when the attention of everyone is centered on winning the war perhaps the most that should be expected is that the groups interested in pupil transportation will, when it has not already been done, study the program of pupil transportation and be prepared to put into effect immediately after the war the changes upon which they have agreed.

## Development of Pupil Transportation

Pupil transportation in the United States is as old as the public school system. Even in the days when a one-room school existed in almost every small community some children did not live within walking distance of one of these schools. It was necessary that these children be transported to and from school or they could not attend. Since, in those days, few felt that pupil transportation was a public responsibility it remained for the parents to provide this service and many of them did find some means to transport their children to and from school.

Pupil transportation was first accepted as a public responsibility when the state of Massachusetts passed a law in 1869 which permitted a town to pay the cost of transporting pupils to a neighboring town. Other states soon followed this lead and by 1900 a total of 18 states had adopted some such legislation. It was not until some 20 years later, however, that all states reported legal authority to transport pupils at public expense.

As long as pupil transportation was carried on only with horse-drawn vehicles it was limited in extent. While we have no authentic figures on the number of pupils transported to school at public expense in 1900 it was doubtful if there were more than a few thousand. By 1923-1924, when motor vehicles were being used for this service in many sections of the country, figures collected by U. S. Office of Education indicate that approximately 837,000 pupils were transported. The period of rapid expansion in this service has been since 1923. At the present time more than 4,500,000 pupils, constituting more than 18 per cent of those enrolled in

grades 1 to 12 in the public schools, are transported at a total cost of approximately \$93,000,000 which is 4.5 per cent of the total expenditure of the public schools for current expense.

## Variation in Transportation Practices

Since the organization and administration of education has been accepted as a state rather than a federal function, it is to be expected that in the course of development of educational programs each state would, to a great degree, pursue its own course. Such, at least, has been the experience in pupil transportation, and any

not a single bus is owned by the schools while in another the schools own more than 99 per cent of the school buses in use. In some states pupil transportation is still considered purely a local responsibility in every respect while in many of them the state itself has assumed varying degrees of responsibility. Some states require that pupil transportation be furnished under certain circumstances while others do not require it under any circumstances. So much variation continues to exist from state to state that much desirable uniformity in practice and principle has yet to be accomplished. This growth in desir-



School transportation has achieved new heights of economy and efficiency during the war.

uniformity which now exists is largely the result of one state trying, in recent years, to benefit by the experiences of the others, or of two or more states co-operating to work out their problems. Even after the service was inaugurated on a large scale many variations in practice existed and many of them continue today. In some states the unit for providing transportation service is the school district which, in a few states, is as small as three miles square. In other states it is the county, which normally will have an area of 300 to 800 square miles. Some states still provide funds to transport only elementary pupils or only secondary pupils while other states provide funds to transport both elementary and secondary pupils. In some states almost all pupil transportation is furnished by contract with private individuals while in many of them the schools own and operate a large per cent of the school buses in use. There is one state in which

able uniformity is one of the problems educators must face in the postwar period.

## Increased Interest in Pupil Transportation

The present war, more than any other one factor, has brought forcibly to the attention of school administrators the problems concerned with pupil transportation. Shortages of buses, tires, and gasoline made necessary a program of conservation for which the Office of Defense Transportation was assigned responsibility. Before the war only a few state departments of education had a staff member who devoted full time to transportation and almost half of the departments gave very little or no attention to it. Now every state department of education and thousands of local school administrative units are co-operating in the conservation program, and school administrators are working with many problems to which, previous to the war,

<sup>1</sup>Washington, D. C.

some of them had given little attention. As a result there is now more interest in pupil transportation than ever before, and there is a desire to do something about some of these problems. It is, therefore, appropriate to consider the future of pupil transportation and to discuss some of the steps that should be considered in order to promote safety, economy, and efficiency in this service.

#### The Place of Transportation in the School Program

There must be a recognition on the part of many school administrators of pupil transportation as one of the important parts of the school program before they can contribute much to the planning of this service. For many decades pupil transportation was a responsibility of the parent. Then the state permitted this service at public expense and later many states made such service mandatory at public expense under certain conditions. However, many school administrators still consider this responsibility as more or less of a nuisance and one to be discharged with as little trouble to themselves as can be arranged. It is true, of course, that transportation service is not set up for any value it may have as a part of the educational offering planned for the pupils. However, it is one means of providing this offering in the same sense that a school building is a means of providing it. It is not enough merely to see that children get to and from school. The local superintendent of schools is just as much responsible for undesirable conditions that prevail on a school bus, even though this bus is under contract from a private owner, as he is for undesirable conditions that prevail on a school playground. School authorities must accept the idea that, at least in communities where public transportation facilities are not available, pupil transportation is an integral part of the school program.

A second idea or concept on which there should be some thinking is the function of transportation in the school program. At first it was a simple one, that of getting elementary and high school children to and from school. Then school units began to buy buses and since they were available during the day school authorities began to use them to transport groups to athletic contests, music festivals, and scholastic events. Vocational classes used them to get to projects and to make field trips. Some schools used them to transport people to evening classes for adults. In some localities the school bus has been used to transport patrons to town on Saturday although this may not have been done by the authority of a board of education. If schools wish to avoid the accumulation of haphazard practices in the program of transportation, study must be given to the purposes for which transportation equipment should be used. Although some states still permit the use of school buses only to get children to

and from school the general tendency is to use them for some of the activities listed above. In planning the instructional program the objectives which would involve pupil transportation must be considered in the light of the cost of transportation, the time required for it, the effects of transportation on scheduling work, and other such factors. Transportation equipment must not be considered as something to be used freely simply because it is available but as something which opens up the door to wider opportunity through well-planned use for accomplishing educational objectives that are sufficiently important to justify the time and expense necessary for transportation.

#### Administrative Responsibilities and Organization

Two of the major problems concerned with pupil transportation are related to the general administration of the program. One of these is the relationship between the state and the local unit in accepting responsibility for pupil transportation. There are now two extremes in practice. Several states accept absolutely no responsibility for this service and unless the local unit sees fit to provide it the child who should be transported gets to school any way he can. At the other extreme there is one state which accepts the entire responsibility. It buys the buses, employs the drivers, fixes the bus routes, and operates the entire program. It does delegate certain responsibilities to county superintendents but theoretically it discharges the entire responsibility directly. To most school administrators a happy medium probably would be a desirable approach to this problem. The operation of the transportation program by the local unit within a framework set up by the state would constitute such a medium. This framework would consist of certain standards and regulations designed to promote safety, efficiency, and economy. Many states have established some of these standards and regulations but many others have not. In several states anyone who can get a license that can be used to transport a truck load of cattle can use the same license to transport a bus full of children. In some of the states the driver may even use the same vehicle to transport children he used in transporting the cattle. All would agree that such things as this should not be permitted and happily they are not permitted in many states. However, there should be some study of the areas in which there should be state regulation and supervision and of the extent to which the state should exercise this supervision.

The second problem in the administration of pupil transportation is closely related to that of state and local responsibility because the solution to the second problem will determine to some degree the responsibilities that should be assumed at each level. The second problem is that of

determining what local unit shall be responsible for pupil transportation or, if one does not exist which will be satisfactory for this purpose, determining what unit should be established for it. The local school unit in the typical state is the school district which, in many states, will contain 9 to 15 square miles. Obviously such a unit could not develop a transportation program, even when needed, which would be the most economical possible, nor could a co-operative program involving several of these units be the most economical possible. Although several states transport children for less than \$12 per year, one frequently hears comments in other states that it could not be done there for that. While this is probably true, one thing is relatively certain: it could be done for much less than its present cost in many of the states. In those states where the cost is less than \$12 the local unit is one large enough to own 40 or 50 buses, and many of these units operate their own repair shops. The routing is such that there is a minimum waste of mileage. Whenever possible drivers are employed for full-time work which permits the use of the services of some of them in a well-organized maintenance program. An effective program of preventive maintenance is one of the keys to lower transportation costs. In general such a program has been most effective where the transportation unit is large enough to operate its own garage. In most of the states the county or a similar large area would be a much better unit for the administration of a program of pupil transportation than the school district.

#### Financing Pupil Transportation

Many states face the need of developing some desirable method or of improving the present method of paying for pupil transportation. Education is a function of the state and it is the obligation of the state to see that school facilities are within reach of every child. Since many school administrators are agreed that a better job of providing education for children can be done when they are congregated in larger groups than is to be found in the one-room elementary school or the very small high school, the job of providing transportation service is all the more necessary and all the more important. States cannot rid themselves of the obligation to provide this service simply by delegating it to a local unit. It is a state problem in many respects and one of these is the financing of the service.

At the present time 38 states are making available some state funds which are specifically for or may be used for pupil transportation. In at least three states a minimum program of pupil transportation is financed in full by the state. In several others the amount provided by the state is insufficient to be a determining factor in deciding whether the service is to be



furnished. Some of these states furnish aid only for transportation of elementary pupils or for high-school pupils but not for both. The pattern more frequently used today than any other is to make the transportation service a part of the minimum program which is guaranteed to the local unit in determining equalization aid. However, the states which do follow this pattern differ widely in their methods of computing transportation service needs. Some use the simple device of guaranteeing so much per pupil per month transported, which has the obvious disadvantage of having no relationship to justifiable cost of the service. Others use a formula, sometimes very elaborate, for determining this need and this is probably a step in the right direction although much study is needed to determine the exact effect of each of the factors used in such a formula. There will never be any one plan for state support of pupil transportation which will be acceptable to all states, but it is doubtful that there are more than a few which can feel that their present plan is the best that can be devised to accomplish certain desirable objectives.

#### Co-operative Purchasing of School Buses

There is need in most states to devise some method of purchasing buses so that a maximum saving of school funds can be accomplished. Several states now permit local school units to use state purchasing machinery and purchase all buses to be used in the state in one or a few transactions. One such state in 1941 bought 500 42-passenger buses, all-steel bodies mounted on a well-known chassis, for less than \$1,000 per vehicle. Another state bought several hundred, meeting approximately the same standards, for only slightly more. These were purchased in southern states where lined bodies and elaborate heating systems are not needed. However, it is probable that these buses could have been adequately adapted to the needs of most of the states for less than \$1,200, and it is also probable that the average price paid in the typical state in 1941 for a comparable vehicle was considerably in excess of \$1,200. Several states are now working on plans to allow them to make a considerable saving, on the average, on the prices paid for new transportation equipment. Representatives of the manufacturers are co-operating with them in their efforts in this direction.

#### Liability in Pupil Transportation

A problem which should receive consideration in most states is that of liability growing out of pupil transportation. In many of the states the courts have not ruled as to the liability of school districts for damages resulting from the rendering of this service. However, even when courts rule that school districts are not liable, it is doubtful if one could justify making drivers of vehicles operated by agencies

#### I AM A TEACHER

I like to teach. I meet my classes with enthusiasm. I know my subject and am abreast of its developments. I keep myself mentally and physically fit. I am careful of my appearance. I try to set an example of gracious behavior to my students.

I regard each student as an individual for whose growth and progress in my subject-matter field I am responsible. I expect and demand his best. I make the work exciting enough to compete with other interests. I do not allow him to avoid difficulties. Rather I encourage him to know the exhilaration of overcoming them. I remember that an interested student is never a disciplinary problem. I do not limit my responsibilities to the class period. I do not begrudge time spent with an earnest student who needs my help.

I do not grow too old to lose my sympathy for youth. I take an interest in the things which interest my students. I take part in extracurriculum activities when my help is needed.

I maintain order. I keep an open mind toward my students to understand why they do the things they do. I accord my students the same courtesy and confidence in their good intent which I grant my friends. I have the respect and friendship of my students because I give them mine.

[Statement prepared by the teachers  
in the Springfield, Mass., schools.]

of the state immune to liability for injury or damage resulting from operation of these vehicles while drivers of similar vehicles privately owned might be held liable. Many states do require public agencies to carry insurance but there has not yet been time to adjust the rates for this insurance to the risk involved. Most studies which have been made on this problem indicate that not over 3 to 10 per cent of the money collected in premiums is paid out for damages. Whether this rate of return is justifiable should be determined by careful study. At least two states have set up plans for state compensation for injuries and property damage resulting from pupil transportation. Last year neither of these states paid out as much as \$2,500 on account of these claims. This solution for the problem also deserves study.

#### Selection and Training of School Bus Drivers

Too often in the past neighbors who need a job have been employed to drive school buses without regard for their qualifications or lack of them. The requirements prescribed for school-bus drivers are, in most states, so general that they are of little value in eliminating those who are not capable of accepting the responsibilities they should assume. There are only a few states which require a person to pass a physical examination before he is entrusted with a bus full of children. Many states do not require an applicant for a license to drive a school bus to pass a road test and several do not even require evidence that the driver knows the traffic laws of the state. Only seven or eight states have initiated a program for the training of school-bus drivers. While such programs need not be elaborate even the best qualified of the applicants for such jobs probably need some instruction on their obligations to pupils and parents, their responsibilities as an employee of the school system, and several other things. The records of school-bus drivers and the duties for which they are to be made

responsible should be carefully examined in order to arrive at reasonable standards and to develop training courses to help them meet these standards.

#### Co-operation Between States

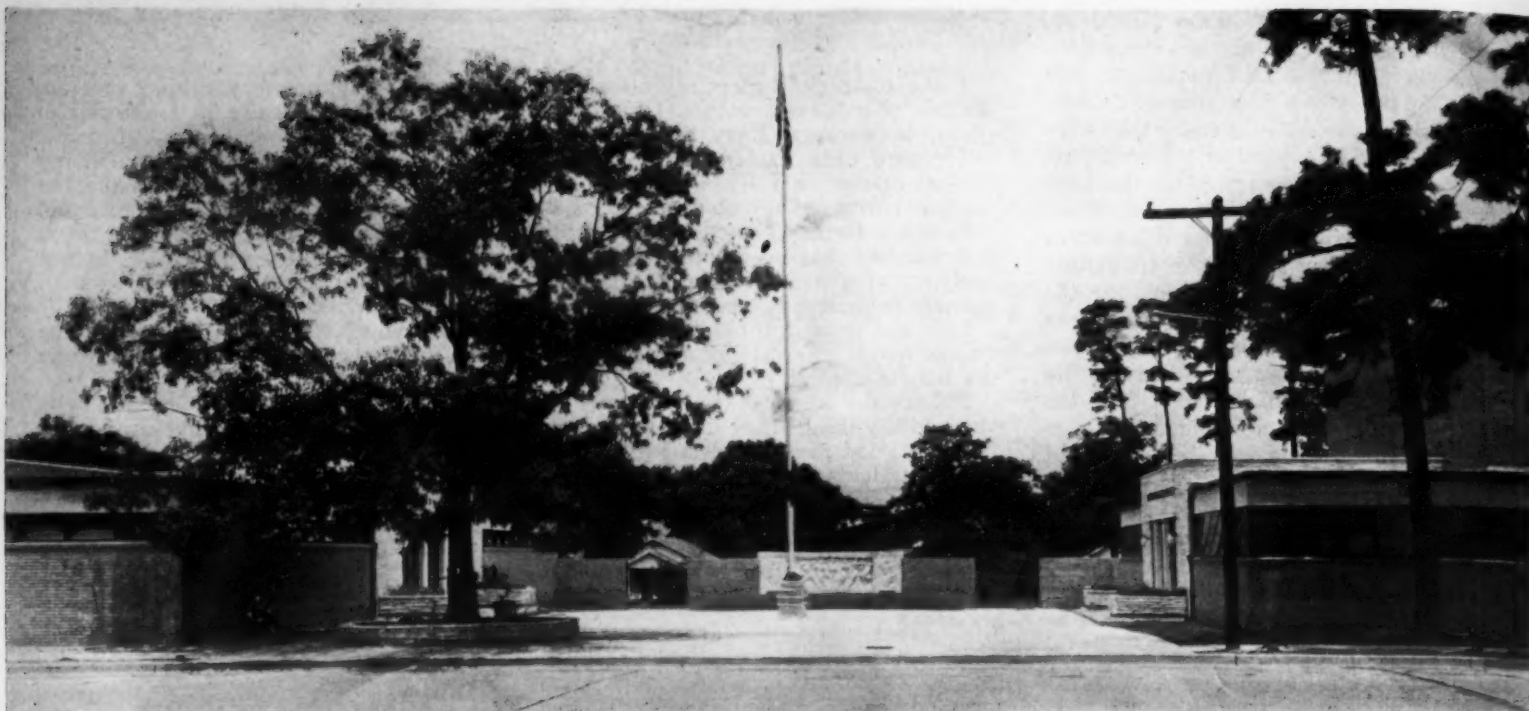
Some problems in pupil transportation can be effectively attacked only through the co-operative efforts of all the states. One step in this direction already has been taken in the development of national standards for school buses. These standards must be revised from time to time to keep them up to date. A similar work should be done in agreeing on certain traffic laws to recommend for enactment in all states. The safety of the children requires that a tourist driver know what he is expected to do when he sees a school bus on the road regardless of the state from which he hails or the state in which he is driving. A start has been made on reaching an agreement among states on a plan of pupil-transportation accounting but much remains to be done on this job. Some terms now mean one thing in one state and something else in another. Some states think certain information is very important while others have never collected it. There can and must be agreement on the definition of certain terms and on the collection of certain information on pupil transportation.

While the problems discussed above are not all in the field of pupil transportation which need attention, reasonable progress toward a solution of these would contribute immeasurably toward safety, economy, and efficiency in pupil transportation.

#### A New Type of School Legislation

A Lincoln, Neb., newspaper includes the following item in the legislative news: "Another reminder of what Missouri river floods have long been doing to Nebraska farms is found in the bill just signed by Governor Griswold. It provides procedure for annexation of a school district by an adjoining district when more than four full sections of land have been swallowed up by the river. It was introduced by Senators Sorrell and Reavis, and is intended to meet conditions in the extreme southeast corner of the state."





The entrance is dignified and attractive.

## Conroe's Prewar Planning— A Safeguard for the Future *Martha Anne Turner*

The citizens of Conroe appreciate the product which transformed the typical Texas town into the second oil empire of the United States, but their chief source of pride is the Conroe school system, which for efficiency of operation and housing is acknowledged one of the top-ranking secondary schools of the South. And now that postwar planning looms an imminent problem to many communities, as soon as war restrictions can be lifted, Conroe rests on the laurels of an extensive expansion program which was climaxed in 1942 by the completion of a recreation center, together with adjoining swimming pools and open-air playground.

Serving a population of 20,000, the Conroe Independent School District is probably unique for the reason that it was expanded to its present area of 306.2 square miles by a special act of the Texas legislature. Simultaneously patrons of the district inaugurated a consolidation program that closed 24 one-room schools, supplied modern housing facilities for elementary pupils of both white and Negro races in 5 rural communities, erected modern high school plants for both races in the town of Conroe, and made possible a fleet of 14 buses enabling all qualified high school students to be within less than an hour's drive of their respective schools.

### Expansion Program Launched in 1932

But it remained for the discovery of oil in 1932 to treble the scholastic population and

precipitated the extensive building program that has progressed until three years ago almost continuously since that time. This housing and general expansion program culminating in 1942 with the School Center represents a total investment in

excess of \$2,000,000. In addition to the most recent project the program includes a model elementary school building, the replica of a well-known boys' school in Monterrey, built of brick and stone in 1933 to house 1300 children; a magnificent junior



The Community Hall at the right of the entrance houses the school-department offices.



A Singing Festival in session. The participants came from town and country.

high school plant of modernistic architecture of brick and stone construction, added in 1939 with every possible distinguishing feature except air conditioning; a stadium, gymnasium, and fieldhouse, also added in 1933 at an approximate cost of \$75,000, with \$15,000 allowed for equipping the fieldhouse and lighting the field; an enlarged and greatly improved senior high school plant which accommodates a student body of 600, a band hall of brick and frame combination in modernistic style, completely equipped with assembly room, rooms for individual instruction and practice, lounge and locker accommodations for 200 students; a home-economics cottage of brick, steel, and reinforced concrete construction in modified English Colonial design, equipped to take care of 100 students and erected at an approximate figure of \$25,000.

#### Expansion Program Completed With School Center Project

Begun in 1941 and completed the following year at a cost of \$94,000, Conroe's School Center project, a masterpiece of modernistic designing of hollow tile faced with brick, has attracted considerable attention. The site selected for the center, a 5-acre tract near the heart of the city and accessible within a few minutes to the schools it serves, was the original location of the first Conroe school in 1902. The plan of the project embraces two main divisions: (1) the swimming pool building and adjoining pools and (2) the community hall wing—separated by a landscaped, tree-shaded entrance court measuring 135 by 75 feet. A stone mural depicting youth at play forms an appropriate background for the patio and connects the

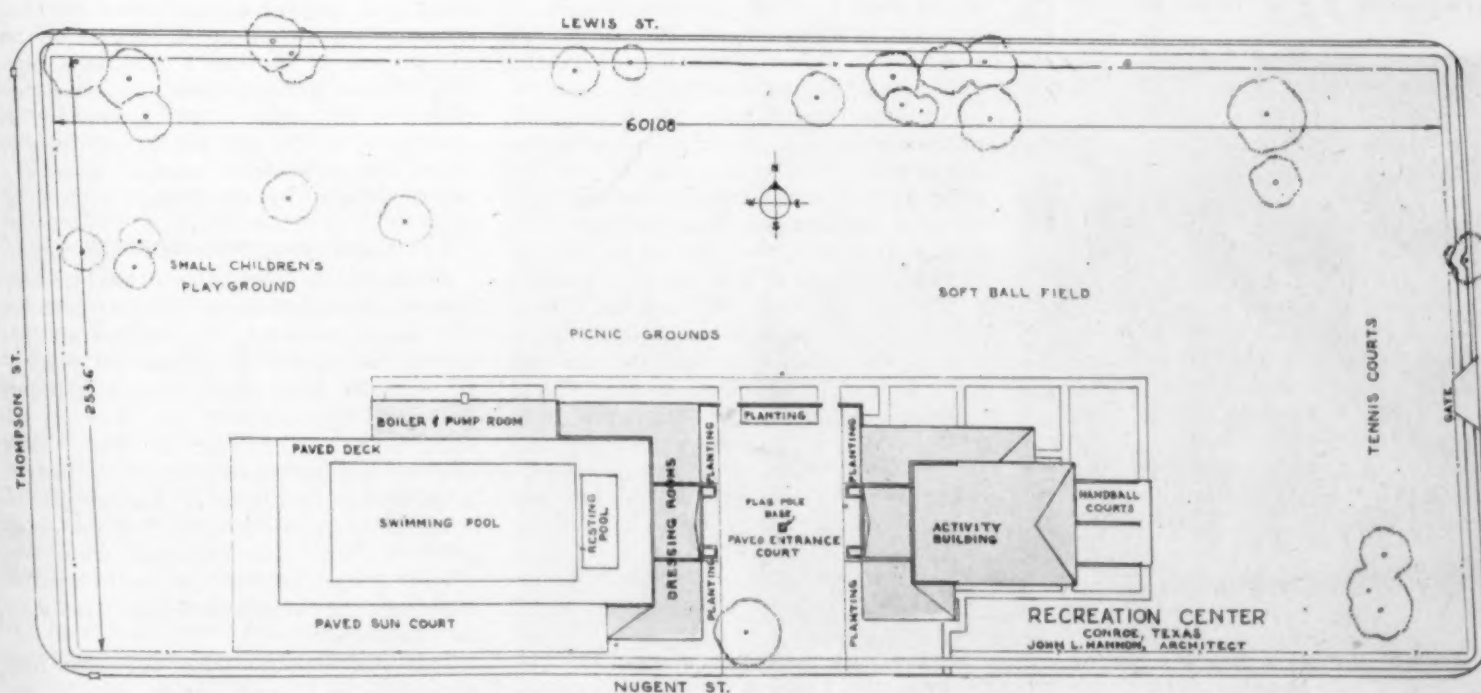
two wings. The tenor of the project is revealed by the inscription underneath:

"A sound mind in a sound body is a short but full description of a happy state in this world."—*Locke*.

In this faith this center is dedicated.

The swimming-pool building, containing boilers, showers, lavatories, storage rooms and offices, measures overall 189 by 117 feet. The swimming pool proper is 60 by 130 feet, with a depth ranging from 3 to 10 feet. An interesting feature at the end is a wading pool, 25 by 50 feet, with a depth of 12 inches, for the younger children and babies. Fortunately both pools and building were equipped before the war when the best materials were obtainable.

The second wing, or School Center proper, 107 by 126 feet inside measurements, houses the main activity hall, a combination lounge







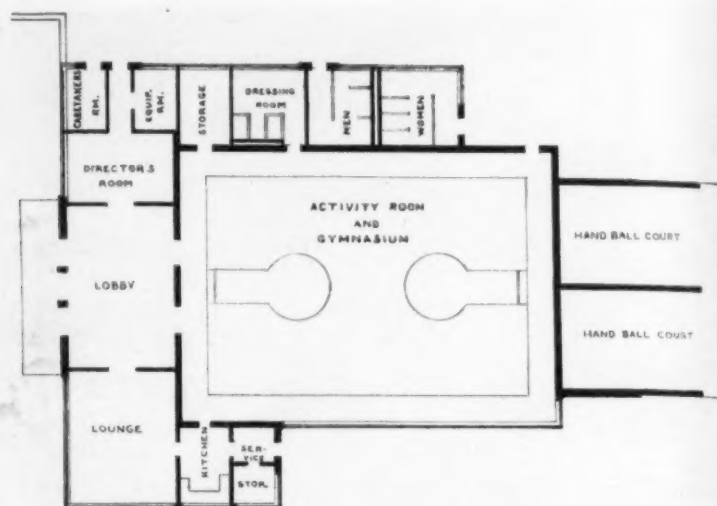
A lunch group under one of the fine oaks which shade the Center.

and dining room, a kitchen electrically equipped, a supply room, a workshop, and the office of the superintendent. The spacious foyer to this building, as the result of its interesting exposure, serves as an ideal indoor garden the year round. The activity hall is sufficiently large to accommodate indoor tennis, basketball, and volleyball, and is equipped for these and other indoor games popular at the moment. The standard furnishing includes tables and chairs for guests, pianos, a nickelodeon, a portable stage, and a snack bar. The hall, which is used essentially for school parties, dances, banquets, and as a place of assembly for civic and school organizations, is also available for private parties upon payment of a nominal rental which is applied on maintenance. Financing is essentially through the local tax fund.

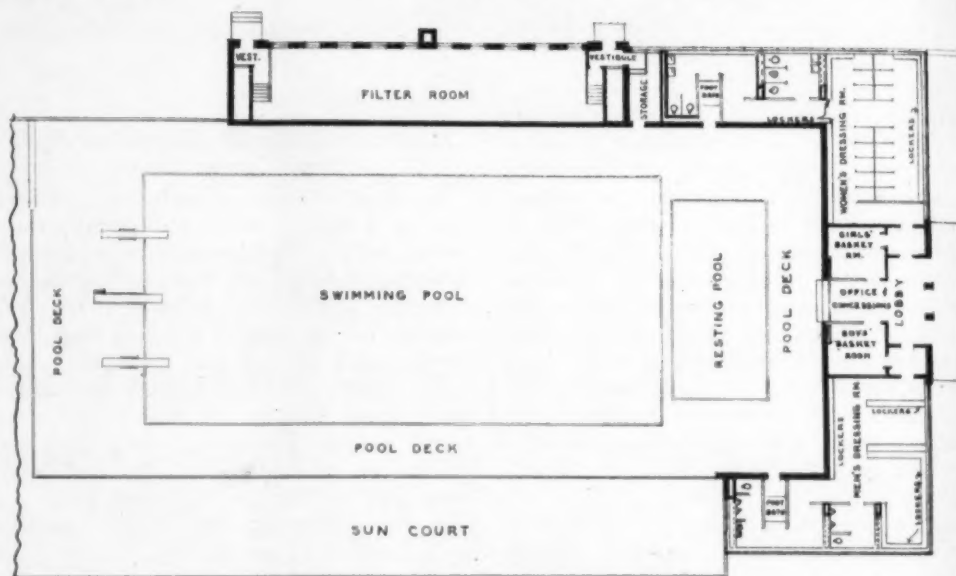
Not the least significant detail of the activity hall of the Recreation Center and one which visitors invariably notice is the high-school service flag of World War I and the corresponding flag of World War II. The



Formal dances bring the young people.



Plan of the Community Hall.



Plan of the Swimming Pool and Bath House.

original Conroe High School service flag for World War I, faded but intact, bears 75 stars, two of which are gold. The lustrous new satin service flag of World War II, bearing 630 blue and 16 gold stars and occupying the principal position of honor on the far wall, commemorates sons of the school upholding American tradition in war theaters over the globe. Framed scrolls properly inscribed with names of the men hang near the flags.

Silent testimony, these revered banners are no empty symbols of hero worship. Attesting to the contrary is the fact that the Conroe schools have responded enthusiastically to every call in connection with the war and following each war loan drive have received commendatory certificates signed personally by Secretary of the Treasury Morgenthau for liberally exceeding their quotas.

The open-air playground, wooded and only recently landscaped, is in use six days of the week, crowds and organized groups varying from day to day. Equipped with barbecue pits and outdoor furniture, it is easily the most popular picnic spot in the city.

Besides being the nucleus of municipal life, the Recreation Center is threefold in its scope

of service. Its facilities, particularly the swimming pool, supplement the school physical-education courses and are in constant use for this purpose. It provides a wholesome, carefully planned and supervised recreational program for the youth of the community. It contributes a distinct service in bringing school and community together, assuring a unified citizenry for the future.

#### Contrasting New With Old

Personally the completion of the splendid Conroe school plant marks the materialization of a dream fostered by the educator who has headed the schools for almost 40 years—Dr. Hulon N. Anderson. When superintendent Anderson began his first term in 1905, the situation was not a far cry from Mark Hopkins and his proverbial log, the district being at that time only 25 square miles in area, the evaluation \$50,000, and the population of Conroe 600. The single school was a small frame building, the curriculum 10-grade, and the faculty numbered 5 including the superintendent.

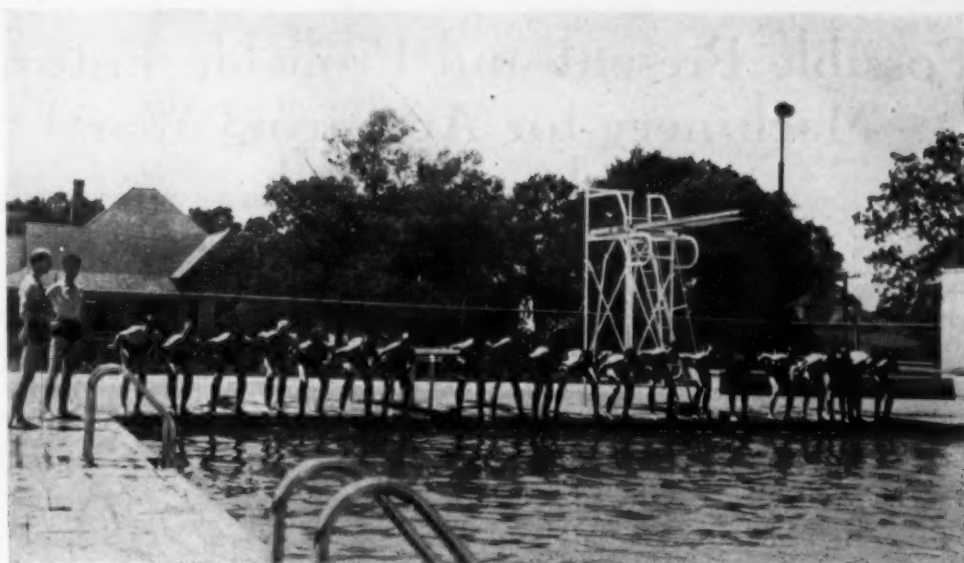
Today the combined junior and senior high schools of the 12-grade system offer an en-



riched curriculum embracing four courses of study — music, either choral or instrumental, vocational or industrial arts, commerce, and English — and covering 42 units of affiliation approved by the Southern Association of Schools and Colleges. A teaching and administrative staff of 110, exclusive of other personnel, is maintained by the district. The present population of Conroe is 7500 and the assessed property valuation of the Conroe Independent School District is several million dollars.

#### Economic Factors and History

Casual appraisal places oil interests, which represent the greatest single economic factor in making Conroe's school plant a reality, at \$225,000,000. Though the Humble, Sun, and Superior oil companies are probably responsible for most of the activity, many of the major companies of America operate or have holdings in the Conroe area. In fact, the former maintain regular "towns" for their employees' families west of the city.



Aquatic contests are frequently held in the pool.



The Dressing Room Building fronts the Pool.

The area comprises three distinct fields of operation. To George Strake and his associates is credited the discovery of the great "Conroe Oil Field," 4 miles east of the town. The location is said to be the world's most systematically operated oil field, producing almost 100 per cent of its own pressure. The powerful Humble Gasoline Plant is typical of the many gasoline plants to be found in the "Conroe Oil Field."

Another field about 8 miles southwest of the town is noted particularly for a deep strata of oil discovered only a few years ago and developed by the Superior Oil Company. The deepest wells extant, some of them penetrating the earth to a depth of 3 miles, are among Conroe's 1200 producers.

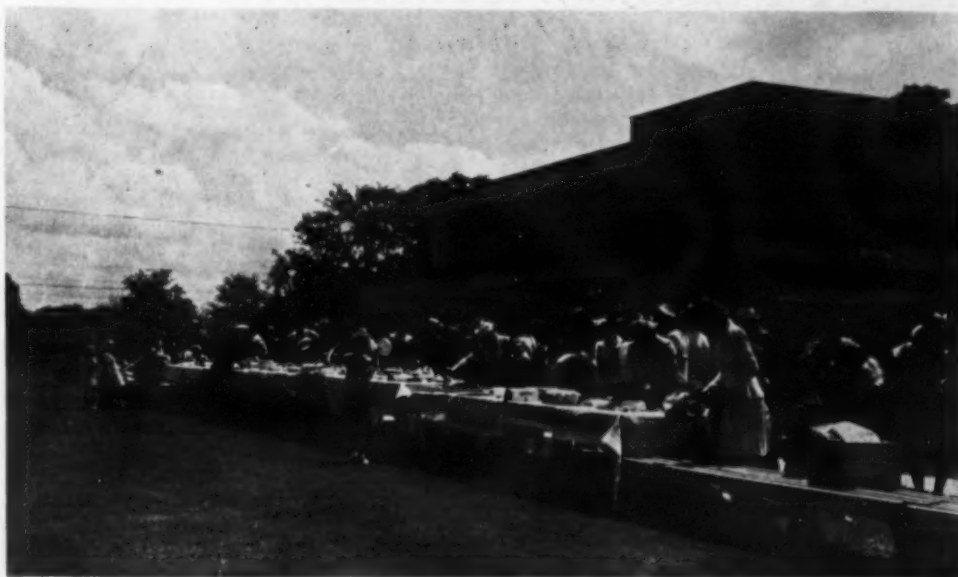
Still a third center of oil play is that 11 miles south of the limits of the community. Discovery here has been so recent that the field is still in early development and its possibilities as yet unascertained.

The oil has contributed toward additional

local industrial advantages. A carbon-black plant takes care of an important by-product. And of national interest to the war effort is a recycling plant maintained by the Superior Oil Company for the purpose of extracting from oil the volatile liquid butadiene and other products necessary to the manufacture of synthetic rubber.

But the tall timber backdropping the derricks are not to be ignored. Not nearly depleted, the natural forests still dictate certain economic power. They are also irrevocably interwoven with the history of the town's more than a hundred years of progress. The town actually took roots in the 1800's when Captain Isaac Conroe, pioneer lumberman and philanthropist for whom it was named, established a sawmill in the virgin yellow pine territory near the geographical center of Montgomery County, Tex. In 1888 the courthouse was moved to the exact center of the county, and the town sprang up around it.

(Concluded on page 72)



A picnic in session.

## Possible Present and Probable Future Machinery for Acquiring War Surplus Materials

For many years public vocational schools have received surplus and obsolete equipment from the War Department. Other government agencies have under acts of Congress or by executive order disposed of surplus property by loan or grant to the public schools, cases in point being the disposal of NYA equipment in 1942 and the present War Department Procurement Regulation No. 7 of the Air Service Forces in making available aviation equipment to schools maintaining preinduction training programs, and the loan or grant of obsolete materials by army bases to schools maintaining vocational courses for war-production workers.

General interest now is centered on Public Law 457, 78th Congress, approved October 3, 1944. This act recognizes all present policies and procedures relating to surplus property created by any government agency in effect upon the effective date of this act and not inconsistent with it, and specifically states in Section 35 thereof that they "shall remain in full force and effect unless and until superseded by regulations prescribed under this act."

In enacting this legislation the Congress recognized that upon the termination of war contracts, the plants of war contractors will be filled with equipment and supplies which until removed will interfere with civilian production and re-employment, and that measures must be taken to dispose of such surpluses without delay when termination occurs.

The act establishes a three-member "Surplus Property Board" in the Office of War Mobilization with full powers to administer its provisions. School administrators are particularly interested in Section 13 which makes provision for the disposal of property to tax-

supported schools and educational institutions, such disposal to be made by sale, lease, or donation.

The disposal of all surplus property must be made under regulations which the board must devise in co-operation with the owning government agencies. These regulations have not been released at this date. Until the regulations are released only such materials as are available under other regulations can be made available to the schools.

There are, of course, many administrative and organization problems that must be solved to facilitate the distribution of materials to the schools. Some are advocating a central state agency through which requests for materials would funnel. Perhaps the regional offices of the Treasury Department will be utilized as the distribution center. At a meeting in Washington in June of 1944 it was argued that school supplies should funnel through state boards of public instruction. Some states do not have a state board of education; therefore such a plan cannot be utilized. Others pointed out the fact that every state has a commissioner or superintendent of public instruction and each state possesses a state board for vocational education; so the argument that a uniform plan of state administration is needed was largely academic and did not constitute an obstacle in clearing through some central state agency.

Either state boards for vocational education or state departments of education established state warehouses and employed equipment specialists to process requests for and distribute war-training supplies and equipment and are therefore experienced in dealing effectively with the problem.—H. A. Tiemann, Denver, Colo.



**SUPERINTENDENT W. E. BOW DIES**

Dr. Warren E. Bow, superintendent since 1942 of the Detroit public schools and president of Wayne University, died of a heart attack on May 11. He was 53.

Dr. Bow was made dean of Detroit Teachers College in 1928. In 1930 he became assistant superintendent of the school system, and in 1939 was made first assistant superintendent. In 1941 he was appointed deputy superintendent, and in 1942 was made superintendent of the entire Detroit school system.

Dr. Bow was responsible for the establishment of the war training program in Detroit and was instrumental in bringing the Volker Citizenship Education Study to Detroit.

He was active in the state and national education associations. He served in the First World War as a major in the field artillery. He is survived by his widow and one son.

home, we solicited the co-operation of the post office. The postmaster was very cooperative and agreed to allow us access to the addresses of every home or apartment in the district. One of our secretaries made a copy of all these addresses. Arrangements were made whereby all places of business were eliminated from the list. Since Riverside is a suburban community with no industrial plants, this was very easy to do.

Since "Occupant" had been printed on each of the cards to be sent out, it was only necessary for the secretary to add the address of each home. In order to make it possible to check the return of the cards, the address was also added to the bottom of the return card.

The cards were mailed out and as they were returned they were checked off the list. In those cases where the cards were not returned after a period of several weeks, a follow-up card was sent out. The co-operation of the parents was very commendable. There was, of course, the strong incentive for the parents of preschool children to have their children registered with the school.

We have a feeling that our preschool postcard census results are even better than our house-to-house canvass of the past. In the postcard census one can be sure that every home is reached, regardless of whether or not the parents are at home.

Our school census has shown a substantial increase in our preschool population. This information is proving helpful in making plans for the next several years.

## A Preschool Census by Mail

*L. J. Hauser<sup>1</sup>*

In making its plans for the future a school system needs to know what the probable enrollments will be. A house-to-house school census used to provide this information for us. During the present period with its critical labor shortage it was not possible for us to carry out such a census survey.

The census information, however, is especially important at this time, because of the changing trends in school population. It was therefore decided that it would be desirable to experiment with a census of preschool children by mail. Two attached postcards, one containing a brief explanation of the purpose of the census, and the other a return card, containing a very simple questionnaire, were sent out. The note to the residents of the district read as follows:

We should appreciate it very much if you would co-operate with us in taking a school census of preschool children. Will you kindly fill

in the attached census card and drop it in the mail as soon as possible.

*Return the card even if there are no children in your home.*

Very sincerely yours,  
L. J. Hauser, Superintendent

The return card requested this information:

Do you have any children under six years of age in your home? Yes ..... No .....

If so, kindly list below the name, age, and date of birth of each child under six years of age.

Name	Date of Birth			
	Age	Month	Day	Year
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
Signature .....				

The cards were printed rather than mimeographed, because this procedure would make them much more impressive and easier to read. For the same reasons the printed material was kept brief.

In order to insure the reaching of every

<sup>1</sup>Superintendent, Riverside Public Schools, Riverside, Ill.



# Tired Teachers

Charles J. Falk, Ph.D.<sup>1</sup>

The tiredness of teachers is an administrative problem which does not receive the attention it deserves. School administrators are apt to likely pass over teacher fatigue as "something that will always be with us." As a result, little research work has been done upon this rather fundamental problem of school personnel work. For the most part, when it comes to our attention, we look around quickly for some reason, or some scapegoat, and then put the whole matter out of mind as soon as possible.

The war has been a favorite scapegoat upon which to lay teacher fatigue. Before the war, it was the depression that got the blame for most of our worry and much of our fatigue. And, no doubt, both of these conditions have been contributing causes to lowered teacher morale and lowered teacher energy. This is particularly true of the war.

Many teachers work under the strain of having their husbands, their sons, or other near relatives fighting on some distant battle front, or at least far away from the security of home and family. This is a source of worry, of distraction, and of fatigue. Here at home, boys in the classroom, and girls too, are overstimulated by the war. They are not easy to manage. They are restless. On top of this, there is the war transportation problem for teachers, especially for city school teachers. There is rationing, and shortages, and war work, and discouraging news from time to time, and all the other things that make war times jittery times. These things are fatiguing and distracting to all people and particularly to teachers.

The school administrator is aware of all these conditions of course. He may, however, assign the blame where it seems to belong and go ahead normally with plans for curriculum revision and curriculum improvement. But, the teacher is really the curriculum. If the teacher is tired, the curriculum becomes limp and spongy. And, if the curriculum goes limp, there is a serious loss to vivacious boys and girls. In time, their vivacity may very well be put to work on things that cause more fatigue to teachers. So it becomes a vicious circle. Each time you go around, you double your trouble.

It would seem, then, that some serious thought — if not some fundamental research — could be given to teacher activities and to the working conditions of teachers. It should be possible to find some of the causes for teacher fatigue and to

remove them. If we can single out and eliminate the things that contribute to this fatigue, we and all school children will profit. Perhaps we can start here with a brief analysis of the teacher's working conditions.

## Some Favorable Working Conditions

The teacher's proneness to fatigue is rather surprising, for the school day is comparatively short as working days go. Nearly all school days are less than seven hours long, and practically no one is asked to work continuously without a break in the day. There are exceptions, of course, which need to be corrected.

The school week, too, is the short working week of five days with a good many holidays thrown in during the school year. There are Thanksgiving vacations and Christmas vacations, spring vacations and summer vacations. There is almost no other regular occupation that one might choose which offers a shorter working year, even after allowance has been made for summer-school work and for other professional improvement activities.

But for all the shortness of the working day and year, some teachers in seemingly good health find it necessary to lie down after lunch or immediately at the close of the school day. A teacher's free period is not infrequently spent on a couch in the teacher's rest room. No small number of teachers feel that they must sleep long on Saturday, Sunday, and school holiday mornings. Fatigue may set in after several hours of work on a school day, or even after an hour. With some teachers, fatigue is so great as to be almost unbearable.

Now physical fatigue in a person who has endured heavy manual labor is not entirely an unpleasant sensation. In fact, we seek this physical tiredness in the gymnasium, on long hikes, and in games and recreation activities. We speak of "working the poison out of our systems." Heavy work is tiring, as is strenuous exercise. These activities cause a temporary upset in the chemical balance of the human body. But when a person is tired without having done heavy work or undergone strenuous physical exercise, his tiredness is not easy to measure physically. No one would argue that there is no fatigue except through physical exertion, but it can be argued that the fatigue of the sedentary worker is something other than physical tiredness.

That is the reason, perhaps, for the common belief that "brain work" is the hardest kind of work. Most people accept this belief, and yet the Fatigue Laboratory

of Harvard University after a ten-year study found it very difficult to measure the fatigue caused by thinking or reasoning or solving problems. It may be less true that brain work is hard than that there is need for every human organism to change its activities rhythmically to avoid monotony, ineffectiveness, and boredom. There are Pestalozzis among our teachers, just as there are Edisons among our inventors. These people work hours upon end, days upon end, and weeks upon end, without sign of fatigue. These people seem to have access to a source of energy not available to the rank and file of ordinary people.

## The Pace of City Schools

In the further analysis of the teacher's working conditions, it is also necessary to add that teachers are continually handling people. They must motivate or prod pupils, they must hold attention or demand it, they must encourage work or force it, and in clashes of wills and emotions, they must win co-operation or submission. Pupils with their own wills and emotions may be a challenge to the teacher or they may be a continual threat. In the latter case, the pupils will kill the teacher with fatigue.

Still another part of the work of teachers that needs particular attention is the fact that they are kept going at a fairly rapid pace to meet bells and various deadlines. In high schools in particular, there is evidence all around of a spirit of haste and hurry, a rushing through one job to take up the next. And this spirit seems to be more noticeable in cities than in smaller towns and in rural districts. In cities there is a busyness and a bustle, the very thought of which is tiresome. There are considerable amounts of busy work found for teachers to do. There are often pointless meetings for teachers to attend. In fact, there are enough boring bits of busyness to make sophisticated teachers dodge duties and responsibilities. Some will feign poor health, honestly fooling even themselves, in order to be relieved of a distasteful task.

Now when this is all summed up, the working conditions of teachers will be found neither too good nor too bad. Their time on duty is short, while their type of duties can be wearing. The duties of a teacher can also be challenging and absorbing; therefore, it is still difficult to say why teachers are notoriously tired people, why they think so much about being tired, why they talk so much about being tired. The working hours and the working conditions of many other profes-

<sup>1</sup>Assistant to the Superintendent of Schools, San Diego 1, Calif.

sions are much more unpleasant than those of teachers. This is particularly so in wartime.

Take the physician, for example. He is called out at any hour of day or night. Physicians are scarce as hen's teeth. Each does the work of several men, and few complain. But they are earning money and getting places. They seem to get at sources of energy that are closed to teachers. So do the dentists, the attorneys, the overworked businessmen, and even the warworkers who put in much overtime. Many of these people are experiencing a type of success they have not fully enjoyed before. They find the necessary energy. They do not get tired. They are not often worn out with fatigue. Very few of these people are going mad or having nervous breakdowns because of the additional work they carry. Many of them do "brain work" too. Many have to handle people, just as do teachers.

What then makes teachers tired? It is not the hours, nor the fatiguing labor, nor the accumulation of bits of fatigue into great piles of it. It is not because "brain work" is harder, nor necessarily because people are hard to handle. The cause is boredom, pure and simple, the same kind of boredom that makes Johnnie squirm in his seat in an unpleasant classroom and shout for joy when he sees the chance to release pent up energy as he goes out of this unpleasant room. The difference is that the teacher doesn't often get that shout out of her system. She doesn't often release that pent-up energy that should have been channeled into an enthusiastic drive. There are teachers, of course, who channel all available energy into buoyant, enthusiastic teaching. These are the Pestalozzis, the Herbarts, or the smiling Mary Smiths who become the idols of generations of school children.

#### The True Cause of Teacher Fatigue

But what makes teachers tired? What causes the boredom? It is internal conflict which takes a great current of constructive energy and turns it back instead of releasing it in the way it should go. Struggling within one's self is tiring and brings boredom. And for the teacher it is so easy.

Are not teachers trained in the fine process of analysis? We analyze children, we analyze books, we analyze social problems, we analyze ourselves. Synthesis and the creative side of life do not loom up strongly in any teacher-training program. We are taught to become critics; and while criticism is often spoken of euphoniously as constructive criticism, it is rarely so. All the teacher's training and most of her work make her dissatisfied, and in a sense she would not be a good teacher without being dissatisfied. She has to be dissatisfied with the amount of achievement her class has accomplished, for only by understanding the shortcomings in light of the possibilities can progress be made. But this is tiring business unless handled very adroitly.

Teachers, furthermore, are trained in the complexity of things rather than in their simplicity. Courses in education are divided and subdivided. There is a lot of talk about correlation and integration, but still there is a vast and complex curriculum and a vast and complex administrative organization. Simplicity is not a characteristic of school life in America today, and yet we cannot teach unless we teach in simplicity. Details make for confusion, particularly in the less mature. Teachers can become lost in details, confusing and confused; and this, too, is tiring and boresome and futile.

It is tiring, too, not to know for sure whether you are really a somebody or not. Doubts and indecision about status can easily rise in the teacher's mind. These doubts and indecisions dam up oceans of energy that should be running great turbines of work. Teachers may be told that their work is most important — and it certainly is. In a very real sense, America depends upon its teachers. Our future depends upon them perhaps more than upon any other group of persons outside of parents.

But these are just words. Status stands on something more solid, on salary, for instance, or on the freedom which one is given to do his work. The supervisor or administrator cannot make a person secure in his status nor ruin his security. The community itself has to give status, if status is to have any reality for the teacher. Doubt about where we stand is most fatiguing. To have to convince one's self that one is important and worth something is much more wearing than to be sure that one's work is vital and necessary. Salary and income is a remarkable "convincer." But when my salary dwindles in comparison to the salary of the laborer, I begin to feel like a nobody. Salary and anything else that will give importance to the teacher will, of course, relieve fatigue miraculously fast.

#### Some Escapes Suggested

Escape is a very restful process. If we cannot escape some of the reality around us from time to time, we are doomed to tiredness and boredom. But the teacher has a hard time to find means of escape. He or she, as the case may be, wears the cloak of the profession all day, every day.



Conditions in the community — especially in the large community — today are not so bad as they were for the teacher of several decades ago. But still today the teacher may become bored and tired of playing the part day after day and year after year. We must have change, release, escape, a period of forgetting and carefreeness.

These then are the things that make teachers tired — a boredom that grows out of lack of vision of the marvelous possibilities of teaching, a critical turn of mind that makes the teacher dissatisfied with the very things that should bring joy and satisfaction, a sense of confusion and frustration in the face of the many details of our present-day educational program, the fundamental doubt in the teacher's mind as to whether she is really a somebody with an important task to do, and an inability to escape even during rest and vacation periods from the drab realities of the job.

All of these things cause fatigue, repulsion, and boredom. They cause teachers to be conscious of the passing of time. They cause a sense of doubt and futility. They hold back great sources of creative energy that, if let run freely, would release great power and cause great good.

The cure for tired teachers is with themselves and their administrators. It is a simple cure that lies solely in the ability of the teacher or the administrator to pull down the dams that are holding back the source of creative work. There are many ways of pulling down these dams and there are many ways of attracting the floods of energy into creative channels. Here are but a few of the ways:

In the first place, the teacher has to be convinced that he or she is really a somebody in the community and in the school system. Nobodies will do nothing, naturally they won't. People, especially teachers, are quick to sense whether they are really somebodies, or just nobodies. They know when we are pretending. They know when we are convinced in our own minds that we, the administrators, are the only people of importance in the system. They know by the time and attention we give them. They know by the salary that the community will pay, whether the community really believes in good teaching.

In the second place, it falls upon administrators to do all in their power to help and encourage teachers to lead normal lives. Normality will include normal home lives. Moreover, the normality which includes all those accepted methods of escape from boredom and routine should be encouraged by every administrator. A higher premium should be placed upon normal living than upon indefatigable work.

Then, when the teacher is permitted to be a somebody and to live normally in the community, every effort should be made to do away with meaningless task, meaningless work, meaningless routines, and meaningless meetings. The old Roman, long after he began the routine of cremat-



ing his dead, still preferred to bury a finger of the corpse just so he could continue an old custom. School administrators are often like old Romans—they won't give up something that has once been begun, no matter how useless it has now become.

#### Teaching Should Be Simpler Task

After that, let the task of teaching be simple. The whole teaching process can be befuddled by techniques and even by too many philosophical and psychological considerations. We have talked a lot about correlation, fusion, integration, and other such things which when analyzed mean only one thing—simplicity. We do not live in a simple age, but we certainly owe it to our age to make the complicated living conditions before us as simple as possible. We don't have to offer every course that was ever heard of. We don't have to force teachers to give incidental training in every period every hour of the day. Everybody in every part of the school system does not have to give every kind of guidance to pupils all the time. We can be simpler than we are.

Finally, the greatest source of human energy is the dream or the vision that everyone may have, if he allows himself to dream constructively. The Pestalozzis are

caught by a vision and are driven on to tireless hours of work by it. The Edisons have seen possibilities and work without rest to make the possibilities realities. Those who see the utopia will want to bring it about, but they must see it.

Teachers must see how great are the possibilities for a better world than we now have. They must know that they have it in their power to bring about this better world, and that the better world will be quick or slow in coming to pass in the degree in which they throw themselves into the task of bringing it about. Here are boys and girls, here is the world of tomorrow right in front of the teacher. Can the teacher see what is possible and be too tired to do it? Tiredness will leave when vision and idealism enter.

Have we been afraid of idealism? Have we not told teachers to keep both feet solidly on the ground? Have we not made much of the "facts"? Have we ever said: "Go to the mountain's top and see a vision or dream a dream, and then come down with all the power of the vision in you and go to work on boys and girls"?

We do not speak here of day dreams, which are unresourceful and debilitating. We speak of co-ordinated dreams—dream after dream about the same possibility and

how it can be brought about. The kind of dream that made the automobile, the airplane, and the electric refrigerator, the kind of dream that kept Greece alive through these many months of horror, the kind of dreams that help people fight cancer, tuberculosis, and fatal fevers.

With these sources of energy, the teacher will not be tired, nor bored, nor ineffective. With these visions, the teacher could not be a nobody, nor could she be saddled to busy work and meaningless rote. With these visions, the teachers will have no time to think of the fatigue that may come, because it never comes to such a person.

But the job is not simple, it cannot be done overnight. It is a job that must take the teacher-training institution along and that must take school systems and whole communities with it. It is a job that will perhaps never be completely done in any community. But the community which has an administrator who can bring any of these possibilities about will not have tired teachers. Instead this community will have an educational program that will need the full resources of the very best administrator to channel and co-ordinate the power that teachers will release for the benefit of youth and for the benefit of the whole community, state, and nation.

## Should Our Postwar Classes be Large or Small? *W. Carman Lucas<sup>1</sup>*

Back in the days of yesterday and not too distant either, the philosophy of teaching was that all children must pass the school courses and attain a certain arbitrary standard of schoolwork or be failed. In other words it was the so-called lock-step idea of education that every child must be drilled, coerced, or punished into conforming to a certain standard of performance or he couldn't pass on to the next grade. "That every youngster had to jump through the same hoop in the same manner" might be another way of expressing this arbitrary standard. Then a few teachers began to look at the child before them rather than only at the textbook material they were handing out, and lo, they noticed that all children did not perform in the same way. Some pupils had hearing deficiency, others had weak eyes which kept them from reading well and thus kept them from concentrating on and understanding their assigned schoolwork, and still others had poor muscular coordination. Then, of course, some children learned things quickly while others were

slow to grasp but proved they could eventually learn if given more time or had the material presented to them from a different approach than the others required.

Because of this the philosophy of homogeneous grouping was brought to the front and espoused. This consisted of separating all pupils into X Y Z groupings—the slow learners and low I.Q. pupils were placed together in the X group, the average children were placed in the Y group, and the fast learners were placed in the Z group or vice versa. This worked well except that the dull group seemed to get duller, and a disturbing discovery was made: even in these so-called homogeneous groupings a vast range of individual differences existed. Slowly educators came to the conclusion that there isn't such a thing as a homogeneous group of young people.

#### Ability Grouping Not Democratic

So some teachers, who thought in terms of their pupils' welfare and not in terms of standardized performance, decided that homogeneous grouping as it was being practiced was not the answer to their

problem of helping children to learn in spite of their various deficiencies and individual differences. These teachers began to experiment. They again mixed the slow learners with the fast ones and found that the weak pupils did much better work. They learned things from the class contributions of the bright pupils which they never would have been able to conclude for themselves. Of course, the fast learners couldn't be held back. They were permitted and encouraged to prepare and present to their class individual projects, activities, and reports in connection with every unit of study. Here again the slow learner was profiting from this new arrangement, and the rapid pupil was beginning to enjoy the thrill of finding out things which no one else in his class knew and telling his classmates about it or demonstrating to them much as an expert or authority on a subject might do. The final conclusion arrived at by the educators who thus experimented was that this is as schooling should be in a democracy. Segregating people into ability groupings is not democratic or efficacious.

Then another discovery was made by

<sup>1</sup>Vice-Principal, Vieau School, Milwaukee, Wis.

both teachers and pupils. Schoolwork could be fun and interesting. Many educators began to realize that all children should be happy in their schoolwork and feel in themselves that they are a success. Yet that old bugaboo of individual differences was still present in every classroom and ready to upset any teacher's plans for happy learners. A teacher in any average grade has pupils whose range of ability varies from three to five years. Mr. Goodrich, superintendent of the Milwaukee schools, recently said, "In any sixth grade there are some pupils whose abilities are equal to high-school sophomores and others whose abilities are equal to the average second graders."

#### Horse-and-Buggy Relic

Can we conscientiously make such children all conform to the same standard of achievement and jump through the same hoop? The old way was to take a child of sixth-grade age but with second-grade capabilities and put him into the second grade. The harm done was irrevocable. The child suffered extreme humiliation by being forced to leave a group to which he was socially adjusted and caused to live with a younger group. In most cases he did not make any attempt to even do the second-grade work. A twisted personality and an addition to juvenile delinquency was usually the result.

Now, it is widely accepted in educational circles that instruction must be designed to fit the abilities of each child in the class and to implement his individual, personal growth to a well-rounded, socially adjusted, happy, successful personality. But arbitrary standards of some school boards and school administrators are preventing this from being realized. They still maintain the regimented standard dating from the "horse-and-buggy" era that all classrooms must have from 35 to 45 pupils in them in order to be called "legal classrooms" (whatever that means) and no classroom can have less than 35 pupils. This is a relic of the idea of mass or group education. It was appropriate for the teacher-centered school in which the whole class or group had to conform to the teacher's wishes and standards of perfection. But if the teacher is to plan his work so as to provide for the abilities of each individual in his class and then give the supervision, counsel, and guidance which each individual should have in order to *achieve success in his personalized growth*, the classes in our schoolrooms must have *fewer pupils* in them.

#### Value of Individual Counsel

Large classes are the one major, leftover, outmoded custom still adhered to in our modern schools. No doubt, school boards still feel that since the rooms were constructed to house 40 pupils, no room should have less than 35 at the very least. Then, too, perhaps there is the feeling that

teachers would not be earning their pay if they only had 25 pupils to work with. Yes, under the old system of sitting behind the desk and assigning the next ten pages to be memorized (supposedly learned) for the next day and then hawk-like listening to the memorized *recitations*, such a conclusion would be correct. But if individualized instruction is to be really given and each child is to get *his share* of the teacher's guidance and counsel, no teacher can do this job adequately with the class load set up as it is now in most school systems.

In the first place school boards should be acquainted with the fact that teaching school today isn't what it used to be even ten years ago. Children are not coming to school today trained in the niceties of cleanliness, courtesy, obedience, and respect as they were in times past. Parents have turned over to the schools a great deal of the responsibility of training their children in correct habits of behavior which every parent used to assume was his obligation to society. Thus along with the teaching of the various branches of knowledge, understandings, and abilities now must go individual counsel, guidance, and correction of bad character and unsocial habits, attitudes, and tendencies.

The old-fashioned way to solve such difficulties was to flog the child and drive any abnormal characteristics into hiding by making him afraid of the teacher or by calling in the parents and having them do the flogging and scaring. But the unsocial habit or cause for the misdemeanor was not cured but only inhibited to come out at some later time, perhaps in adult life. Today in many communities, when parents are called in and asked for help in eradicating some unsocial attitude of their offspring, they condone the act, defend the child, and criticize the teacher with the child a witness to the scene. So as one businessman recently said, "The school will now have to start training the parents through their children." But the teacher cannot scare or punish abnormal acts and attitudes out of any child. They will exist to come up again later. In the usual situation the only remedy is through tireless, personal approach and much individual guidance where other children are not immediately present to cause embarrassment or to be entertained by their classmate's discomfiture.

#### Individual Help for All

With large classes as they are now, teachers cannot give proper individual help. What time is spent in individual guidance generally goes to the retarded pupils, and the average or fast learners are neglected in spite of the fact that they need a greater share of the teacher's expert, special consideration. Our so-called bright pupils are the hope and leaders of the future. They also need special attention. They need extra help and counsel on the special projects,

activities, and independent pieces of study they should pursue in order to work to their fullest capacity and develop their total talents. In small classes each child can be met in personal conferences and his or her contribution to the welfare of the group planned. Continuous personal supervision and guidance would not only improve the type of learning being done, but the individual growth of each pupil would be strengthened and constantly in an upward trend. Fluctuations and regressions would be at a minimum.

Many a teacher with a large class has attempted to launch into an approach with instruction designed to fit the abilities of the various individuals in his class only to become discouraged at the hopelessness of the task in an overcrowded room. He may have continued throughout a semester with it, but never attempted it again. Others have conscientiously tried to carry through their original plans but lost their health through overwork. And still others have had to change their plans and finish their semester as usual, using the group approach and giving individual help only to the retarded individuals. What about the other personalities in the class? Well, a teacher can only stretch himself so far before he breaks.

Of course, if we were to decrease the number of pupils per teacher, it would mean more teachers to be hired and more room space needed. It would not mean larger schools, but it might require the remodeling of part of each school building and the creation of more rooms by making some present, large rooms smaller. And when the rooms were being remodeled, it might be a good idea to leave out the old stationary seats and put in movable arm-chair desks which could easily be moved about the room when the stiff, straight rows conflict with project and activity endeavor.

Smaller classes can't be attempted now, perhaps, with the present lack of teachers and man-power shortage, but this should be number one on our agenda for the betterment of postwar schools. Yes, smaller classes may cost money but if we believe that the most important person in the classroom is the pupil, if we believe that the schools exist for the development of *each* child, we can do no less and we are late in starting.

#### A NEW TELEVISION PROGRAM FOR THE HIGH SCHOOL

A new television program using high school students, faculty members, and administrative officers of the public schools has been introduced in Chicago. A three-way experimental arrangement has been devised by Mr. George Jennings, acting director of the Radio Council of the Chicago schools, television station WBKB, and the Admiral Corporation.

The program, a half-hour show, presented once each week, began April 6, under the title of "Young Chicago." Variety entertainment is presented by talented students and public relations programs are presented by various departments of the schools.



## The Marshfield High School

*Marshfield, Mass.*

The Marshfield High School represents an interesting adaptation of a new school building to the local educational program, both for the children and the adult community. The school occupies a site, measuring six acres, carefully planted and maintained. The one-story building, both in its colonial design and in the character of the construction, harmonizes with the residential character of the town. The building houses a six-year high school, consisting of grades seven to twelve inclusive, and affording a balanced program of instruction under the Massachusetts state school laws.

The exterior is worked out in red brick, with woodwork painted white.

Besides six academic classrooms, there are especially designed and equipped rooms for business instruction, science, and art instruction, a laboratory for domestic arts, and a large shop for practical arts. The last mentioned is equipped for woodworking, cold metalwork, and auto mechanics.

The auditorium-gymnasium, which measures 50 by 66 feet, has a total seating capacity of 500 and is equipped with fold-



Entrance to the Marshfield High School. (Plan overleaf)

ing bleachers to seat 200 along the sides.

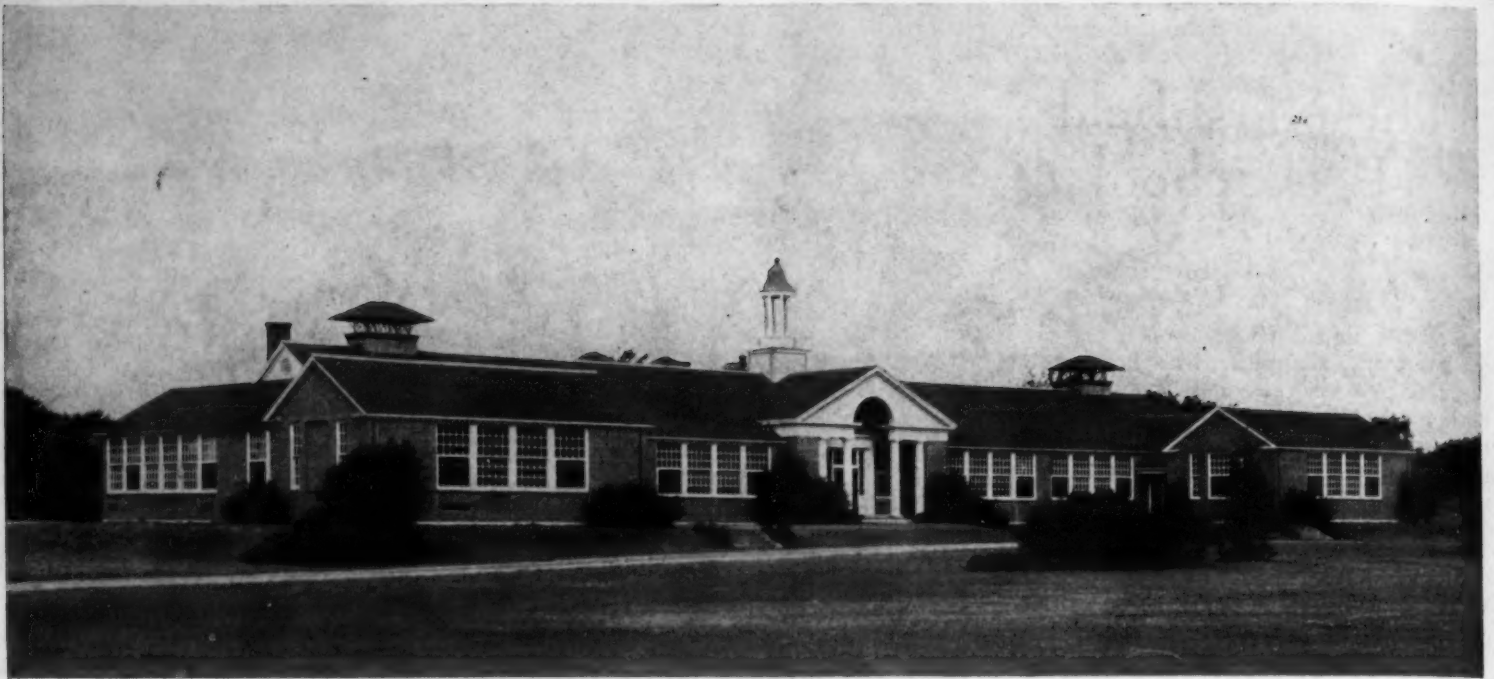
The domestic arts kitchen and cafeteria are so arranged that they serve both the lunch needs of pupils and citizen groups which hold various meetings of adults in

the auditorium. The cafeteria is arranged also for regular use as a study hall. It is separated from the auditorium by folding doors, so that on special occasions addi-

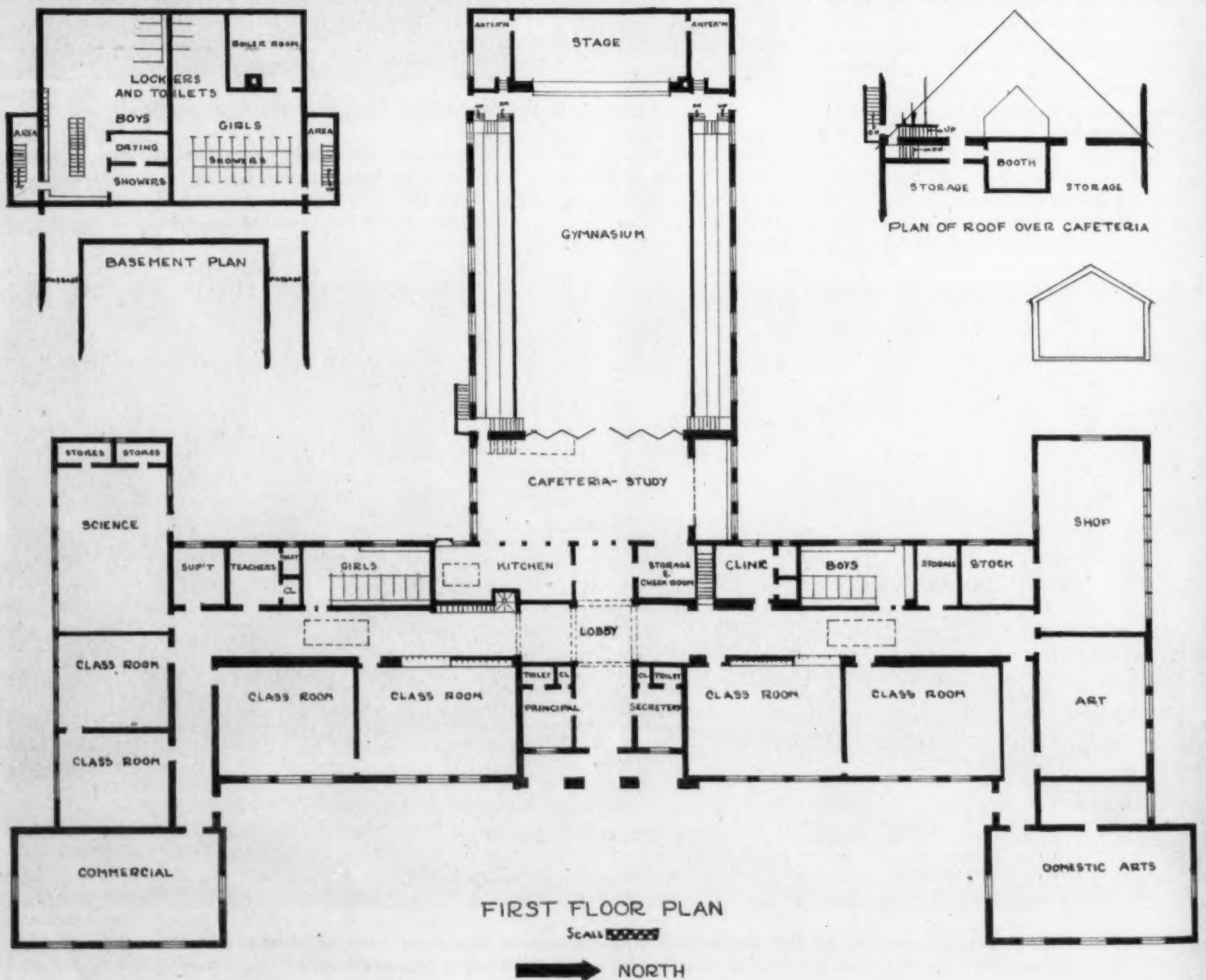
(Concluded on page 72)



The Auditorium-Gymnasium of the Marshfield High School is the most fully used room in the school. Kilham, Hopkins & Greeley, Architects, Boston, Massachusetts.



Marshfield High School, Marshfield, Massachusetts. — Kilham, Hopkins & Greeley, Architects, Boston, Massachusetts.





## The School Board During the Committee Stage of Development *L. E. Leipold*<sup>1</sup>

For almost a century after the first public school was founded in the Massachusetts Colony, the schools were managed either directly by the people gathered in town meeting or indirectly through the selectmen of the town. Gradually, however, as the school increased in size and number, special committees were appointed to oversee the affairs of these public institutions. At first such committees were appointed by and responsible to the selectmen, but as time went on a degree of autonomy was achieved which culminated eventually in the divorcement of the schools from the civic authorities.

*Management by committee* was the intermediary step between the first and the third stages of school control and encompassed roughly the second century of existence of the American system of education.

During the seventeenth century the people and their civic representatives, the town selectmen, exercised well and guarded jealously their educational prerogatives. Such matters as the election of a master, the fixing of his salary, the building of the schoolhouse — in fact, virtually all details of management — were settled at town meetings. Occasionally the selectmen were designated as a committee to perform certain functions but it was understood, and frequently stated, that the final authority was vested in the people.

For example, the minutes of the town of Newport (August 18, 1608) read "... the town council of Newport are empowered to take the school house in their hands to manage all the prudential affairs belonging to said house . . . always providing that the freemen of said town, assembled in quarterly meeting, have power further to alter or order the above premises and that the power be always invested therein."

### The Seventeenth-Century Practices

As early as the year 1637 a tendency toward the use of the committee system was apparent in some of the towns. In Charlestown in that year a committee was chosen "to settle schoolmaster Wetherell's wages."

In Dorchester in 1645 the free men considered carefully affairs of their grammar school and in the minutes of that meeting we find that they "elected seven feoffees who shall have the power to put in or remove the schoolmaster, to see to the well-ordering of the school and the scholars, to receive and to pay the said 20 pounds per annum to the schoolmaster. . . ." In the

previous year the school committee members were referred to as "wardens" who were appointed "to take care of the affairs of the school." These committees were not permanent ones nor did they apparently build up powers and prerogatives through precedent, for almost a half century later the minutes of the town meeting state that "the selectmen shall have full power to hire a schoolmaster for the year ensuing."

Frequently prominent citizens of the town, usually including the minister, were designated to assist the selectmen to administer the affairs of the school. In New Haven in 1641 at town meeting it was voted that "a free school shall be set up in this town and our pastor, Mr. Davenport, together with the magistrates, shall consider what yearly allowance is meet to be given to it out of the treasury of the town."

Thus throughout the seventeenth century the towns, either at their regular meetings or through their selectmen, controlled the schools. Both legislative and executive powers were exercised in this manner and the right of close popular control was jealously guarded.

The following century witnessed a steady tendency toward delegating the management of the schools to committees. Frequently the selectmen were not entirely literate and apparently the people of the towns felt that the welfare of their children could be better entrusted to men who themselves had experienced the advantages of a formal education. In Springfield in 1694 the record indicates that this fact was officially noted, for it states that it was "no unusual thing to devote to the position of selectmen men who could not write." Miles Morgan was cited as an example; in place of the customary "X" his mark was a crudely drawn anchor.

### Growth in Eighteenth Century

In Brookline this tendency to assign to men other than the selectmen power to administer the affairs of the school was shown as early as 1723 when it was voted that "there should be trustees to manage the affairs of the school." Seven years later a committee of three was appointed to secure masters and *dames*. A century elapsed before it was officially decreed that "the school committee have a joint power with the selectmen in regulating the schools." Now indeed was the institution known later as the board of education well on the way toward firm establishment.

A realization that the old system of school control by the selectmen or their appointed committees was no longer ade-

quately meeting the educational needs of the rapidly expanding systems is shown by the efforts of some of the towns to devise new methods of control. In Providence in 1767 a committee was appointed to go into the whole school question and to report their findings back to the town. Portions of the report indicate a marked advance in thought, for it was recommended that a school committee "shall be chosen annually of persons dwelling in different parts of the town, who are hereby clothed with ample power and authority . . ." to perform such enumerated duties as appointing or removing instructors, paying them for their services, adjusting complaints, attending to needs of the school plant, and settling disputes relating to the students. Incidentally, the report was not accepted by the town.

The words, "dwelling in different parts of the town" indicate the thought which prevailed generally for a century and a half that school committees should be chosen by wards or districts, a practice now almost nationally discarded in favor of election at large.

In Cambridge, Mass., it was the practice to designate committees to oversee the affairs of the schools as early as 1744, though a full half-century elapsed before these committees were taken from the control of the town selectmen. In the year 1794 a group of seven men was selected "for the purpose of superintending the schools in this town and carrying into effect the school act." Here, then, was a board whose source of power was the people and whose authority came to them through a definite legislative act. This was equivalent to a bill of divorcement from the selectmen of the town and it marked a distinct forward step in educational practice.

### Length of Committee Service

While the authority of such special school committees generally lasted only from town meeting to town meeting, Plymouth departed from custom and in 1725 voted to establish a school for a period of seven years and a committee of three men was selected "to provide a suitable schoolmaster from time to time during said space." Here, then, was a committee empowered to administer certain affairs of the schools over a period of years, much the same as boards of education do at the present time.

Frequently dissatisfaction was found with the system which gave to selectmen, often illiterate, control of the town's schools. There was, therefore, a tendency

<sup>1</sup>Principal of Nokomis Junior High School, Minneapolis 6, Minn.

to put their foremost citizens, the ministers, on special school committees. The records of Boston are replete with instances in which certain of the town's ministers were placed on such committees, although on more than one occasion offense was taken by them because they were not chosen to be included among the committee members. The great Cotton Mather, when not made a member of the school committee, nevertheless decided "to visit all the schools and endeavor to speak such things both to the teachers and scholars, as they may all be the better for." This was in the year 1699. Increase Mather, pastor of the Second Church, on one occasion wrote an indignant letter to the school committee, protesting the lack of ministers on the committee. Said he, "... I judge that the Ministers of the Town are the fittest persons ... to be the Visitors of the School. But the town (I hear) has left them out ... which has been a great disrespect and contempt put upon ... all the Ministers of Boston. ..." Three years later the town voted "That y<sup>e</sup> Sel: men together with the Reverend Ministers of this Town be desired to be the Inspectors of the Free grammar Schools for the year ensuing."

Sudbury in 1802 empowered the school committee "to hire all teachers . . . and after consultation with the minister and the teachers employed, to decide what books should be used." Wenham had a committee in each ward and these men together with the selectmen and the Rev. Anderson were designated as a committee to visit the schools. Orleans in 1798 appointed the town Ministers and selectman as a school visitation committee. Boston in 1738 appointed a visiting committee consisting of seven prominent citizens, including two ministers, and the seven selectmen of the town. At the end of their visitation day they repaired to the Orange Tree Tavern where they dined at the expense of the town.

#### Early Professional Interest

The prevalence of Ministers on school committees was not confined to the New England states alone, nor was the practice abandoned when boards of education replaced the committees, for the early boards of education had numerous ministers among their members. In St. Louis, however, a curious exception existed, for there it was provided that "the board shall appoint yearly four school examiners . . . who shall be qualified by education to examine teachers. They shall not be clergymen."

In Providence, a joint committee consisting of the city council and the school committee voted that the schools of that city be "under the superintending care of Reverend Clergy interim between the several quarterly visitations."

That the duties of the school committees were arduous cannot be doubted by one who reads the record of these earlier days.

Said the Worcester school committee at one time, "The first, second, and third requisitions of the office have been labor, labor, labor, and that continually." The Springfield committee echoed this complaint with the words, "No committee never has, nor ever will perform the duties required by law of the committee of this town."

While most committees were not appointed for longer than a year's term, even that short space of time was too long in some instances. Witness the complaint of the Worcester committee when speaking of its membership: With some (members), the mission of the first two months [is] to reform abuses, the experience of the next two [is] to cool down and become conservative, the work of the following six, to walk reluctantly at the heels of a routine, and the conclusion of the matter . . . an unspeakable disgust at the whole transaction."

The result was that frequently difficulty was encountered in getting qualified men

to file for election to the school committee and sometimes wards went unrepresented for considerable periods of time because of the failure of elected members to qualify.

Thus throughout the eighteenth century two distinct advances in educational practice became ever more apparent: first, the growing tendency toward the divorcement of school controls from the civic authorities; second, the delegation of powers to special school committees acting under specific authority and with growing powers of control. Practices varied greatly throughout the colonies, from place to place and from year to year, but the trend was established. That these committees were eventually to secure their autonomy and to be free to act by virtue of their own authority was inevitable. It materialized during the nineteenth century when the board of education evolved as an autonomous institution, with powers and duties which have placed it among the most important of America's public agencies.



Broomsticks Help Wounded Yanks.

Thousands of broomsticks gathered by Milwaukee children are being converted into canes by the manual arts classes and sent to Army and Navy hospitals. — Milwaukee Journal Photo.



# The Educational Values of a Year of Military Training Col. Edward A. Fitzpatrick<sup>1</sup>

(Concluded from May)

## Training for Functional Literacy

Obviously the greatest gains will be by the illiterates. One of the great gains alleged for the universal military program will be the discovery of illiterates, the publication of the facts, and the stimulation of programs in the state for the correction of the educational conditions in the state of origin. This should, as a matter of fact, follow in the wake of the program. Instruction or remedial teaching at the camp will remedy the conditions. It is hoped that the training program in the armed forces will treat these people as adults, that they will not use readers with the good "old red hen" type of material, and lay the basic emphasis on oral instruction. This training in the beginning will be the primary concern along with the physical conditioning. The training must enable the recruit to understand commands, to read signs, to read instructions in vocational training, to participate in conversation with groups in camp, to read the titles of movies—to attain, in short, a functional literacy. This problem will ultimately disappear, but in the initial stages of the universal military program it will be a great help to the individual and a significant social contribution at a weak spot in the social structure.

## The Minimum Preparatory Educational Achievement

The minimum educational requirement for the general training program may be formulated in simple terms, as follows:

1. Capacity to read intelligently, that is, understand the meaning as distinct from naming words of the material in the daily newspaper; of instructions in learning ordinary processes in industrial, agricultural or vocational training or of simple military or naval orders
2. Some basic understanding of arithmetical processes, counting money, telling time, estimating distances, keeping a record of savings accounts, interest of values on war bonds or other actual processes of living under ordinary conditions inside and outside the camp
3. Capacity to write legibly his name and ordinary simple English as a letter to a friend about his own experiences
4. At least a rudimentary knowledge of the main concepts of American government, such as a separation of powers, the bill of rights, the field of national, state and local government, how government works, the citizen's responsibility for voting and utilizing the right of petition and securing services from governmental agencies

## The Meaning of War

There is a real opportunity to teach a subject about which we learn little in schools. What we do learn is purely verbal, for we are without the experience in which to interpret the weasel words of the textbooks. That subject is war. Surely this generation prob-

ably knows more about it than any previous generation. It is a vital subject. It has important individual, social, and moral meanings. It is a vital part of our citizenship. It is needed to understand our international relations and our public policy, with due regard to Clausewitz. The day-to-day experience of the recruit should lead him into these subjects, the brutal character of "civilized" war, and by reading and instruction he will come to understand the barbarities of totalitarian war, why men must be trained for it, our history in the light of it, the hope for a durable and permanent peace, aggression, and outlaw nations. It may be added, by way of supplement, that our regular school system must teach about war—actual war—the citizens' relation to it and the nation's.

Great claims are made for the system of universal military training as a means of training in democratic citizenship. It is based on the military obligations of citizenship. It is the duty, we owe the rest of the body politic for mutual protection. It is not at all certain that the soldier will realize he is performing a duty of citizenship. His going to camp may be on the level of routine, or acquiescence, or a local adventure of his pals and himself. An address by the President will not necessarily contribute to a realization, but it may help. When the soldier takes his oath that may add something, but very likely specific additional instruction will be needed.

## Personal Government

The conduct of the camp is entirely on a hierarchical basis, authoritative, and not in any sense democratic. This is done, of course, on the basis of long experience. But, from the standpoint of citizenship, the most significant aspect of the experience, in spite of overwhelming rules and regulations, articles of war and statutes, is, in practise, that the recruit is under a rule of men rather than of law. This is seen in the recommendation of promotions, of assignments, and the organization of cliques. This is seen also, particularly in higher echelons, where assignment is supposed to confer, by virtue of designation, power to do the job. The net result of this experience may, instead of being helpful, be devastating in building up a public opinion on military policy, particularly as soldiers have contact with ruthless, ignorant or unfair officers.

## Intelligent Leadership

On the other hand there will be the leadership of fine personalities, considerate of the men, fair, that will be an inspiration to these boys. Where morale is high and there is a fine co-operative *esprit de corps* there will be achievements in human relations that may not, however, be translated into any training in citizenship. On both aspects of the train-

ing, it should be kept in mind, the conditions to which the man returns in civil life will not be helpful in stimulating transfer because they are so dissimilar.

## The Mind-Set and the Value of Training

In the two situations there is another factor that should be noted in determining the gain from experience in a camp, for experience in civilian life. The factor has been called the "mind-set" of the individual. This is a factor in memory, it is a factor in thought, it is a factor in will or action. The camp mind-set is a highly specialized one. Its immediate purpose is for camp life; its ultimate objective, which we hope it will not have to meet, is the battlefield. The soldier, during the time needed for training, must be completely preoccupied with military purposes of the training and the time is regarded as adequate only if the training is concentrated. The situations for which the training is designed are not met in civil life; they are, in fact, alien to it. The attitudes of civil life are entirely different too. So are the skills. There is, therefore, little to carry over to peacetime in the way of the intellectual content of the experience.

## What a GI Learned

A GI from Italy writes in the *New York Times* as to the nonmilitary benefits he secured from his training; the specific training he never used in his 19 months in the Italian theater of war. He says:

But I have derived great benefits of a non-military nature from my Army life, and if we are to have compulsory military training we should make the most of these opportunities.

The following factors have, I hope, broadened my mental horizon:

1. Living in a different section of the United States
2. Learning, through trial and error, how to fit into a community and how to gain the respect and friendship of people outside one's own walk of life
3. Acquiring many tricks of manual trades and meeting basic problems of housing, feeding, cleaning, etc., too little known, particularly to city-bred people
4. Living and working with a fair cross section of the people of the United States
5. Realizing the complexity of large undertakings of management, and the human element on the efficiency of operations involving large numbers of people

## A GI's Program

On the basis of this experience he goes on to make some recommendations that will not seemingly in any way injure the military training, but will have valuable experiences for the individual, particularly if the purposes of such changes are explained as a part of the interest of the armed forces in the individual:

If these benefits are acknowledged to be on a par with the purely military training, then the training program should be keyed to make the

<sup>1</sup>The opinions expressed in this article are the personal opinions of the author and are in no sense official.

most of such opportunities. For this purpose I advocate the following:

1. Midway through his time of service the draftee should be assigned to a new unit located in a different section of the country. Civic groups should volunteer to acquaint draftees stationed in their State with its life and problems. Civilians should invite soldiers to their homes.

2. When transferred, the draftee should not be accompanied by more than one or two of the buddies from his previous company. In this manner he will have an opportunity to make a new start toward fitting himself into a group of people; the second time he will avoid the mistakes he made the first time.

3. The draftee, particularly one who has not grown up on a farm, should go through an extended period of roughing it, where he should be compelled to look out for himself, to invent his own little tricks for the improvement of his quarters, etc.; fatigue duty should be evenly distributed and not allowed to be done by paid substitutes.

4. Whenever possible, the draftee's first service period should be in a basic outfit, where he would live and work with an average cross section of the population. For this reason no exception should be made for draftees with higher education or qualifications for specialized jobs, excepting only the most indispensable.

5. Similarly, the draftee's second service period should employ him in an activity different from his civilian surroundings. Future business and professional men should do labor; farmers should be where they could appreciate the problems of mechanics; workers should be close to headquarters or in other positions where they could survey the problems of management.

Such a program would not only give the draftee a broader horizon but would acquaint him with his country, demonstrate to him the problems of other classes than his own and fit him to become a more mature, more understanding and a better citizen. — H. M., Italy, 8/27/44.

### The Moral Aspect of Training

The moral aspect of the military training program is more largely a problem of the free time than of life in the camp. There is undoubtedly some tendency to increased profanity; but the main problem is sex. "And single men in barracks don't grow into plaster saints." The sex instructions given in camp may at times be objectionable. The interest is in prophylaxis not in morals. This attitude should change as it relates to 18-year-olds completely removed from the usual family and local controls. A Catholic Bishop made these suggestions:

A definite curb must be placed on the venereal disease program of both Army and Navy. Experience with both service, the Army especially, during the past four years, indicates that the enlisted men must have protection against the following measures in common use at present:

- Improper lectures and motion pictures
- The all-too-common insinuations of lectures that the men are expected to indulge in illicit sex relations
- All forced issue — any government issue, in fact — of contraceptives, under the guise of protecting from venereal disease men who have relations with prostitutes
- The placing of camps within one hundred miles of camps which in the present war have had a venereal rate of 15 or more per thousand men

It is well known that certain communities have encouraged prostitution during the past four years. The Army and Navy and Federal Security Administration officers have a record of these communities. In some of them the May Act was

enforced; in others it was not. If the venereal rates of the camps in the vicinity of these communities were published, an enlightened citizenry would protect its sons against the ravages of these communities. No political considerations can be allowed to intervene and place America's sons in such jeopardy.

### The Net Results of Training Determined by the Alternates

In evaluating the educational results of a year of universal military training one must always keep in mind the alternative of the possibilities of a year of training or work experience which the military training would replace. The "maturation" process will go on in all persons. Whether in the Army or in civil life each will have gained the year of maturity which the passing of time brings.



The disturbance or interruption of ordinary life of the individual must be regarded as a loss which the positive results of military training will presumably compensate for.

The question has been raised whether the persons who are going to be ultimately engineers, chemists, scientists, military and naval researchers would not be better off to continue their education at this stage and to have them available as trained scientists one year earlier than otherwise. The advantages in a universal system, as against a selective system, for training purposes would seem to discount this argument. After all, if these young men should, in their scientific careers, ultimately find their way into the military profession, or there is need for their ability in a new emergency, this experience will be of tremendous help to them in motivating and in understanding the problems of science which military warfare raises. It is recognized that in the future the terribly destructive power of science will seemingly become an increasing factor in warfare unless it is controlled and the training of scientists may become the most critical part of the whole problem of military and naval training. In spite of these facts it would seem desirable that if a military training program is to be adopted the universal program is the one to be used, and having the year of training early will cause the least disruption of the individual and social life, particularly if it comes at the end of the high-school course.

### An Educational Corps Proposal

There is a very interesting proposal in the report of John Erskine, as chairman of the Army Education Committee of the American Expeditionary Forces in 1918-19. He proposed "a permanent educational corps should be added to the army. This corps should be formed of the more competent experts in school, in vocational, and in the more elementary college subjects. From time to time competent officers in other branches of the Armed Service should be assigned to this corps." These men must be, with perhaps some exception, members of the



armed forces. There should be no prohibition, however, against civilian instruction if needed.

### An Educational Corps and Teachers' Training

The essential thing in this proposal is the educational corps. There is a deeper significance in this proposal; it is the effect on the training of the officers of the army and the navy. The emphasis will be on their character, their personality, their capacity to lead and to teach. A slight revolution in method will be necessary at West Point to psychologize the academic instruction of officers. A solid strategy of handling people must be acquired, not a superficial salesmanship or the mere prestige of rank. The educational aspects of all training and learning will become central in officer training. This will make an army career a vital human experience and keep it in the area of spiritual adventure by helping people. It will guarantee to the individual trainer the best net results of the expenditure of his time and it will guarantee to the nation the most efficient soldiers and sailors that a year's training could produce.

### A National Guard Officer Warning in Character of Training

The point of view expressed by a representative of the National Guard (Major General James E. Edmond, NGUS Ret.) must be given consideration in this connection, though one must keep in mind, too, the progressively more sharply drawn struggle between the National Guard and the Regular Army. The potential influence on adolescence and the formative effects on their character of universal military training is recognized. So Major General Edmond protests:



We do not want a professional military to have complete control of the training of these eighteen-year-olds. We don't want career soldiers to mold the minds as well as the bodies of our sons, indefinitely into the future. We

do not want American history, or "orientation" in Americanism and "democracy," taught to successive generations of our young men by a centrally controlled military caste — not even by an American brand. We have seen what comes of such systems in other lands.

He is for a greater share of responsibility of the state in the military policy, which he formulates in these words:

We are a part of the civil life of our communities and states. We believe profoundly in Washington's advocacy of a "well-regulated" citizen soldiery as the nation's defense against foreign enemies and as a safeguard against possible "domestic usurpation." We believe, too, that the states should have a share in the duties and responsibilities of our military establishment.

And he is for "a sounder, simpler, safer, less expensive way which fits better with our tradition and our ways of work and life. This he formulates as follows:

The right place to begin remedial treatment for poor eyes, bad teeth and tonsils, malnutrition, phychoses, and ignorance is in the homes and schools when our sons are children — not eighteen-year-olds. Not one year nor six will

(Concluded on page 70)



# A High School Program in Health Education and Physical Training *E. W. Fannon<sup>1</sup>*

The high school of Centerville, Iowa, set about in the spring of 1942 to put its physical training and health education instruction in order.

The first step taken was to convince the board of education of the need of the plan. Then, in an effort to gain co-operation of all community forces necessary to make the program effective, a letter was sent to local leaders, neighboring university deans, and state legislators. The letter read in part:

We are in the process of reorganizing our physical training and health education. We have had a fair program in both, including the services of a supervisor of physical education for over twenty years. We have four instructors, who have physical education majors, giving full time to this work, and at various times all of our people have had master's degrees in these fields. We have equipment, teaching time, etc. I say these things only to show that we have had a semblance of a program in physical training and health, but that we are very much interested to develop it further.

## The School's Job

We believe that *it is the school's job:*

1. To elevate\* health and physical training

<sup>1</sup>Superintendent of Schools, Centerville, Iowa.

to a position on the school program on a level with English and other basic studies. That means simply that, if the English class needs five periods per week for adequate results, the health and physical education must have an equal allotment of time.

2. To provide a periodical medical examination and to ask that the examiner recommend a list of activities in which the individual can participate.

3. To provide not only a rigorous program of activities but one adapted to every individual's needs. No one exempted.

4. To give credit for physical education on the same basis as for any basic subject.

5. To continue the development of a graded program through the grades and the *high school*.

*It is the community's job:*

1. To recognize the physical education and health program as not merely a wartime creature but as valuable education service in peace.

2. To secure the active co-operation of civil officers in enforcing health laws, such as the prohibition of the sale of cigarettes to boys, even of very young age. Why go to all the expense of an elaborate physical-education program if we countenance these things?

*It is the college's job:*

1. If health is the first of the cardinal principles of secondary education and is so recognized in the secondary school program, the colleges should recognize this credit for admission.

2. To insist on the primary and secondary schools doing the job instead of waiting for the individual to approach maturity.

*It is the state's job:*

1. To repeat the law requiring 50 minutes per week in physical training and either to set up requirements that correspond to the other so-called basic subjects or to omit the specific requirement. If anything de-emphasizes the value of physical education, this is one of them.

If all of these agencies work together, we can produce a physical-education program that will at least compare with our efforts to teach language at all levels.

## Introducing the Program

Contacts were arranged with the Appanoose County Medical Society, and the co-operation of the local doctors was sought for giving the medical examinations. A contract was made with this organization to conduct a clinic and to give complete examination for \$1.25 per pupil.

With the opening of school in the fall of 1942, the machinery was organized to administer the examination. During two weeks ten highly qualified physicians made the examinations. Every high school boy and girl took the examination — 579 in all.

The blank used was a composite of the ideas of a committee consisting of the school nurse, two doctors, and the writer. The information gathered was not all we wanted, but the committee felt that it was a start, and that Wassermans, etc., might be added as community support was gained through the education of the public.

The medical examiners were asked to place every pupil in one of the following classifications:

1. Fit for all types of physical training exercise
2. Fit for moderate types of physical training exercise
3. Temporarily unfit for any physical training exercise
4. Permanently unfit for any physical training exercise

The examination program has been in operation more than two years. A total of 1086 pupils have been examined and the following table shows the results:

### CHILDREN FOUND UNFIT FOR PHYSICAL EXERCISE

	1942		1943		1944	
	<i>Examination</i>		<i>Examination</i>		<i>Examination</i>	
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>
Class I	261	241	125	82	137	98
Class II	3	7	1	7	1	2
Class III	10	49	8	11	5	22
Class IV	1	7	0	7	0	1
<b>Total:</b>	<b>275</b>	<b>304</b>	<b>134</b>	<b>107</b>	<b>143</b>	<b>123</b>

The real problem then was up to the administration and the teachers of physical training. The classifications were so definitely Class I that the problem of grouping was not as great as anticipated. Class I, however, included the big husky boys or girls and also the smaller type, both well qualified for participation in a rigorous program.

During the first two years, every boy and girl was scheduled each week for four periods of physical training and one of health instruction. The same teacher handled both jobs. This year of 1944-45 health has been made a separate subject, taught by a separate teacher to every ninth grader. This arrangement requires five periods of physical training each week to every pupil. Credit is given on the same basis as for any other subject.

Only new pupils (those who are enrolled in the Centerville High School for the first time)

# CENTERVILLE PUBLIC SCHOOLS

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

## HEALTH EXAMINATION RECORD

										No. _____																													
Name _____										Age _____										Address _____										Color _____ Sex _____									
Past History _____										Removal _____										Finger _____																			
Last Time Hospitalized: _____ Date _____										Reason _____										Reason _____																			
Last regular visit to a dentist _____																																							
Illnesses experienced: _____																																							
Disabling colds _____										Asthma or hay fever _____										Sinus infection _____																			
Fluency _____										Pneumonia _____										Tuberculosis _____ or contact _____																			
Digestive disturbances _____										Epilepsy _____										Arteritis _____ Rheumatism _____																			
Disease of: Nerves _____										Toons _____										Maries _____ Skin _____ Mouth _____ Heart _____ G. U. _____																			
Fractures _____										Pharyngitis _____																													
Communicable diseases: Mumps _____										Measles _____										Chickenpox _____ Whoopingcough _____ Diphtheria _____																			
Scarlet fever _____										Smallpox _____										Typhoid _____ Polioomyelitis _____																			
Maternal history: Regularity _____										Pain _____										Duration _____																			
Height _____										In. _____ Weight _____										Present _____ Normal _____																			
Immunization: Smallpox _____										Diphtheria _____										Others _____																			
Teeth: Upper _____										8 7 6 5 4 3 2 1 _____										Right _____ Left _____																			
Lower _____										8 7 6 5 4 3 2 1 _____										Right _____ Left _____																			
Mouth Condition _____										Examiner's Name _____																													
General appearance _____										Skin _____										Nutrition _____																			
Eyes: Reaction to light: Right _____										Left _____																													
Vision: Right _____										Left _____																													
Ears: Right _____										Hearing _____										Condition _____																			
Left _____										Hearing _____										Condition _____																			
Nose: Right _____										Left _____																													
Throat: Tonsils: Normal _____										Enlarged _____										Infected _____																			
Nicks: Thyroid gland _____										Lymph glands _____																													
Chaps: Lungs: Normal _____										Abnormal findings _____																													
Heart: Normal _____										Abnormal findings _____																													
Pulse: Secured _____										Standing _____										Regularity _____																			
Blood pressure _____																																							
Abdomen: Normal _____										Abnormal findings _____																													
Hernia: Absent _____										Painful _____										Type _____																			
Genitalia: Male: Penis: Normal _____										Contracted _____										Discharge _____ Varicocele _____																			
Testes: Right _____										Left _____																													
Female: Discharge _____										Hymen _____																													
Hemorrhoids: Absent _____										Questionable _____										Moderate _____ Severe _____																			
Orthopedic deformities _____																																							
Posture _____										General _____																													
Spine _____										Feet _____																													
Urinary: Sp. Gr. _____										Albumin _____										Sugar _____																			
Classification: 1. Fit for all types of physical training exercise _____																																							
2. Fit for moderate types of physical training exercise _____																																							
3. Temporarily unfit for any physical training exercise _____																																							
4. Permanently unfit for any physical training exercise _____																																							
Remarks _____																																							

Signature of physician \_\_\_\_\_

are examined every year. Candidates for athletic teams are re-examined every year.

The pupils have accepted the program with fine attitudes. Only very few students try to evade physical education as in the days when the classes were held on a one-day or a two-days-a-week schedule. In fine weather the work is carried on in the open air of the playgrounds immediately adjoining the high school and in the stadium. When weather does not permit, the classes are held in the gymnasium which is large enough to be divided by a partition for boys' and girls' use.

#### Class Activities

During the fall after outdoor swimming in the community pool was no longer possible, and the physical examinations had been completed, the boys' class activities turned to touch football.

Each class was divided into small units or teams with captains chosen by the class. A few simple plays were explained to the class as a whole. Round-robin type of competition followed through October and into November until the cold weather forced the boys indoors. Approximately 500 games of touch football were played, thoroughly enjoyed, and heartily contested in most cases. Calisthenics, obstacle course, running, and some stunts were also a part of the fall activities.

With the beginning of the indoor season activities which could be limited to squads on the gymnasium floor were deemed necessary. Each class was divided into four squads, with a responsible boy as the squad leader. Activity stations were set up, and certain types of activity were assigned for each station. Each squad spent one fourth of the activity part of the period in each station. The various activities were explained and demonstrated before the "play" began. The stations used were (1) the parallel bar where eight to ten types of exercises were presented; (2) a calisthenic station at which ten to twelve fundamental exercises were taught to the students as a class; (3) a tumbling station; and (4) a stunt station. Later a chinning bar was used as a station and each boy was required to take his turn. Several periods were necessary to get the procedure under way but new stunts, activities, and exercises were introduced periodically to maintain interest.

#### Testing and Grading Program

With physical education a daily activity, a fairer and more definite method of grading found a place in the program. Personal judgment by the teacher is not the most reliable method of grading even in academic subjects. The stunts and physical activities taught made the preparation of objective tests a simple matter. Tests in the following activities were given during the winter and spring, approximately one each week, with a six weeks' grade based on a composite score of all tests taken by the boy during a given period. Some of the activities tested were: chinning, pushup, burpee, setup, sprinting, two types of broad jump, shot-put, high jump, walk, a middle-distance run, jump-and-reach-base run, long dive, side vault, basket shoot, squat jump, dips, and football throw. Some of the more fundamental tests were given a second time and the progress of each boy was noted.

By means of these tests the students were measured for speed, agility, endurance, strength, co-ordination, and skill.

As we learned in Centerville, fitness for

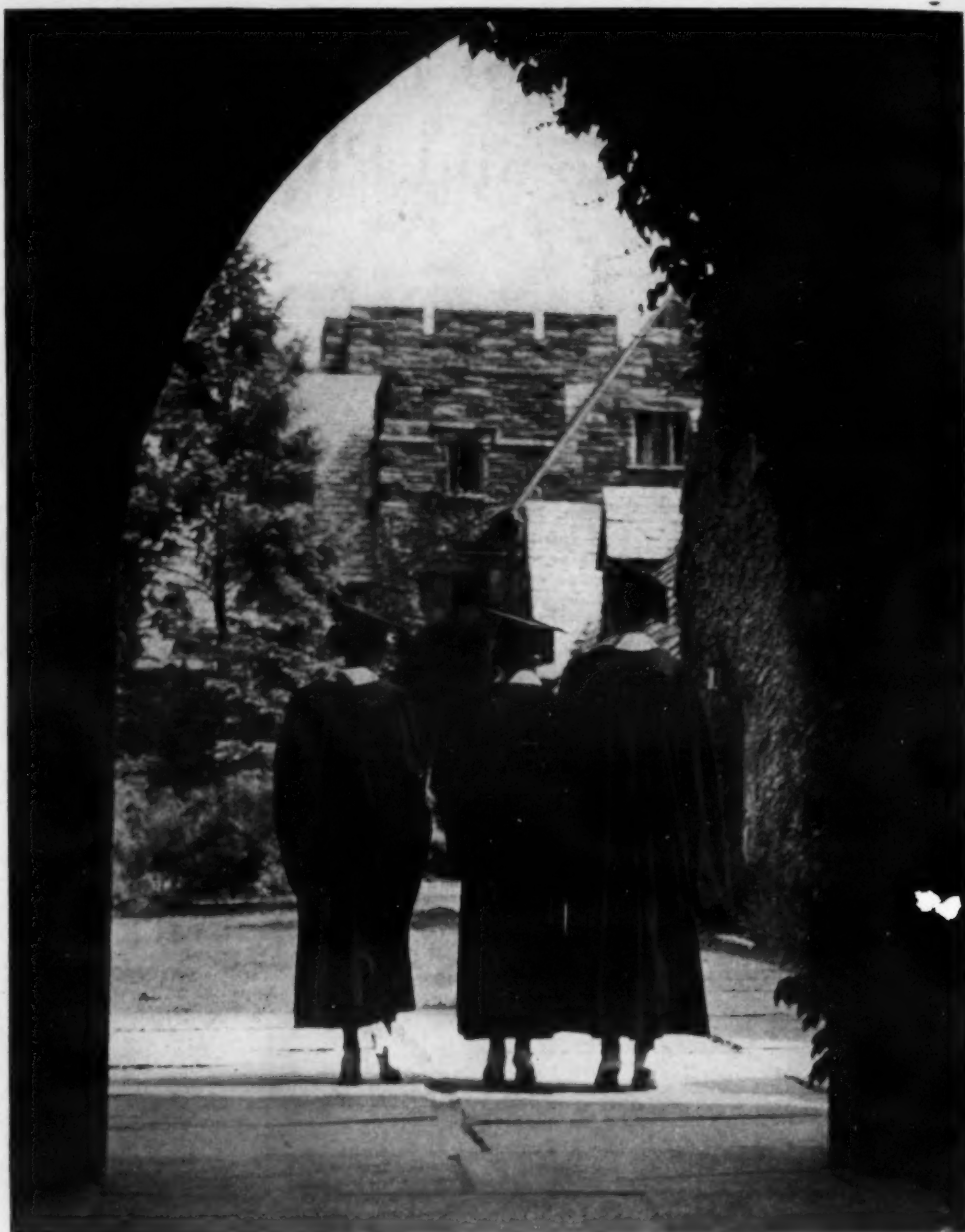
military service and Class I of these medical examinations is not the same. A greater number of students were found to be fit for a rigorous program of physical education than had been expected. And in spite of the fact that this was the first physical education that the most of the individual students had had, parents reacted favorably and followed through with remedial measures.

Centerville has had a milk feeding program in the elementary school for twenty years. One of the advantages claimed for this is the improvement of dental health. This is an intangible, in a great number of cases. One out of every three pupils entering the Centerville High School comes from rural or smaller town schools outside the local district, where little or no health attention is received. When examined, this group was found to have caries in most cases and to need dental care. In fact, in 1944, 70 per cent of the boys and 56 per cent of the girls needed dental care as against 62 per cent of the boys and 60 per cent of the girls in 1942.

In spite of a long-time milk feeding program and participation in the Iowa Dental Program for 25 years the dental improvement is far from pleasing.

Iowa has no law requiring smallpox vaccination. Clinics have been conducted for twenty years. The same group examined in 1942, 1943, and 1944 shows that 58, 70, and 66 per cent respectively were immunized against smallpox and diphtheria.

Centerville is an agriculture and mining community. Agriculture is on a smaller scale because the land is poorer than that found in most Iowa counties. Approximately 700 miner families live in Centerville. Through prosperity and depression it has been a long pull to educate for physical fitness. The athletic picture has not been neglected, in fact it was responsible for the ready acceptance of the whole physical fitness program. Football, boys' and girls' basketball, track, baseball, girls' softball, golf and tennis interscholastic teams have been maintained, some of them reaching the heights.



— Lambert, Photo.



# The Successful Educational Administrator Sells Ideas *Dennis H. Cooke<sup>1</sup>*

Men must be taught as if you taught them not,  
And things, unknown proposed as things forgot.

—Alexander Pope, *An Essay on Criticism*.

All professional men, without exception, have something to sell. These people sell their services, the laborer his labor, and the manufacturer his goods. Successful educational administration, in large measure, is a process of selling and rejecting ideas. The board of education must be convinced that this policy is much to be preferred over that one. Teachers must understand why they cannot do this and why they must do that. Unless school patrons have been sold on the idea that they have a good school, they are almost certain to demand new leadership.

Unfortunately some educational administrators do not attempt to sell their ideas. In a large school system the superintendent was convinced that one of the high-school principals was violating some fundamental psychological principles in the sequence of some of the curriculum materials. He raised the question with the principal who defended his position jealously. After obtaining a number of professional opinions from authorities on the subject the superintendent told the principal that his position could not be defended in light of these opinions, whereupon the principal agreed to change the sequence. But he was not convinced; he was not sold on the change. The superintendent did not try to sell the idea; he sent it to the principal f.o.b. superintendent.

## Some Educational Administrators Sell Their Ideas

BY CREDITING TEACHERS WITH HAVING SUGGESTED WHAT THE ADMINISTRATOR PROPOSES. Fragments of a main idea, and oft-times worth-while ones, evolve in meetings of the faculty, parent-teacher organizations, the Chamber of Commerce, and other civic and community groups when the administrator is present. The group resents, as a rule, any one person taking credit for proposing an idea, as revealed by such statements as, "That is exactly what I said a little while ago" or "That's just what I was going to say." The school executive is fully aware that the idea advocated is good, but that it will not work unless modified. At this point he may say, "I believe you are thinking along the right lines, but I don't like the way you put it. Suppose we put it this way. . . ." Crediting the teacher with having suggested what the administrator proposes, of course, strengthens the influence of the administrator.

BY COMPLEMENTING AND CREDITING TEACHERS WHEN THEY MAKE DESIRED RESPONSES. There are occasions when the individual teacher or a group of teachers says or does something that the administrator wants said or done although he has made no request. He should always compliment teachers for

saying or doing these things. A teacher, when talking to an indolent student who is working industriously, says, "I like the way you are using your time today." Caution must be taken, however, to prevent jealousy from developing among the teachers or students who are complimented. Some school executives make the mistake of never calling the teacher's attention to his correct responses.

BY PRESENTING IDEAS IN THE FORM OF QUESTIONS. Effective educational administration involves skillful questioning. The administrator asks teachers, "Don't you think we should encourage our students to participate in a large number of extracurricular activities?" or "Don't you think we should decrease the number of failures in arithmetic this year?" Each of these questions carries an idea that he wants accepted. When he asks teachers for their opinions concerning any phase of the schoolwork each question carries with it the implication or idea that something should be done about it. The question may even suggest what should be done.

BY SETTING AN EXAMPLE. For various reasons many teachers try to imitate other teachers or people for whom they have a profound respect. Since individual teachers may or may not choose to imitate other teachers (because the choice is theirs), it follows that one teacher imitates another after choosing to do so. It is effective to transfer an efficient teacher with proper attitudes to a school where the teachers will have an opportunity to imitate his desirable attitudes. The example set by loyal teachers is often much more convincing than preachments and orders from the administrator.

BY BELIEVING THAT TEACHERS WILL DO THE THING DESIRED. A school executive says to the teachers, "I know that I can depend on you to be on time for our meeting this evening." When the administrator takes for granted that teachers will do what he expects them to do, he compliments them in attributing such behavior to them. This is a significant technique in stimulating the desired behavior.

One principal discussed with his teachers the undesirability of having faculty members follow the example of industrial workers in punching the clock in going on and off duty. He pointed out that the spirit of his own teachers was not that of clock watchers, for they were putting in more than the required hours. His expression of confidence in their desire to render full service not only improved the regularity of their early arrival at school but also raised the teaching efficiency and general morale of the whole staff.

BY ENCOURAGING TEACHERS TO EXPRESS THEIR IDEAS. An idea once expressed becomes the property of the one who voiced it to the extent that he often fights to defend the idea when it is attacked. It is, therefore, important that ideas expressed by teachers be acceptable. The administrator should encourage teachers to tell him instead of his telling them. Through his indirect questions and comments, teachers

may be encouraged to express ideas that are, in general, in keeping with his. Teachers learn and grow rapidly through self-expression, and such growth is relatively permanent.

BY PRESENTING THEIR VIEWS AS BEING RELATED TO THOSE HELD BY TEACHERS. A passively negativistic teacher refuses to accept ideas that are prescribed directly or to perform acts that are demanded in a mandatory way. An actively negativistic teacher accepts those ideas or performs those acts that are directly opposed to those prescribed. A negativistic teacher enjoys his negativism, because it affords him a feeling of superiority, or independence, or of getting attention. In confronting such teachers with his ideas the administrator may say: "You don't have any objections to this plan, do you?" or "You're not planning to change your methods, are you?" The negativistic teacher has such strong feeling against having his ideas and actions dictated that often he responds readily to opportunities to express his negativism.

BY GIVING TEACHERS FACTS WITHOUT REACHING CONCLUSIONS. It is always pleasing to a teacher when the administrator gives him the facts and lets him, in large measure, reach his own conclusions. The administrator may say, "Here are the facts. Use your own judgment." If the teacher reaches the conclusions desired by the administrator, this approach constitutes effective and indirect means of getting an idea accepted. Some administrators simply drop a few remarks occasionally refraining from expressing their views completely, because teachers like to make their own decisions.

A survey of achievement in the fundamental school subjects, through standardized tests, in a large school showed that the students on the whole were deficient in the use of the basic skills in arithmetic. The principal called the teachers together and presented the facts of the survey, but he made no effort to suggest the cause of the deficiency. After a free discussion of the general intelligence level of the students, the distribution of time in the daily schedule, and other possible factors involved, the teachers placed the responsibility upon themselves for not giving more time and systematic drill to the teaching of arithmetic skills. Later checking showed that they were correct in their assumptions and that definite improvements were being made.

BY APPROACHING TEACHERS WITH A WE-CONSCIOUSNESS. Ideas concerning changes in methods of procedure for a given teacher will be resented less by the teacher when the ideas are presented indirectly to a group of teachers than when given directly to the teacher in question. On the other hand, censure and criticism always should be directed to the teacher in question, and never should the entire group of teachers be criticized when the executive is "hitting at" a given teacher. Frequently it is wise for the superintendent or principal to say, "We should be more careful in our grading," instead of saying, "You (the teacher) should be more careful

<sup>1</sup>George Peabody College for Teachers, Nashville, Tenn.

in your grading." The majority of effective leaders are definitely we-conscious.

**BY RESPECTING THE OPINIONS OF TEACHERS.** By approaching teachers with, "If it is agreeable with you," the school executive avoids giving cause for offense. If, in expressing his views, he insists that teachers express theirs and reach their own decisions, he is likely to achieve a large following. On the other hand, he cannot be too solicitous of the teachers' opinions lest it indicate his lack of courage, conviction, or other leadership quality. It is possible that some indifference to the opinions of teachers is warranted occasionally.

A young man in accepting the principalship of the school in a progressive small midwest town found that the school itself had fallen into a rut. The teachers who had been in the system for a number of years were reluctant to accept any new ideas in the school program. They felt that all school traditions must be preserved. The principal was tactful in recognizing their wishes, but he saw the need of making a number of changes. For example, the same Christmas pageant, without the slightest variation, had been presented in the school for the past seven consecutive years. After seeing and complimenting the traditional pageant, the principal succeeded in getting the teachers themselves to recommend some variety in their Christmas programs for the coming years. Other changes both in the curricular and extracurricular activities were gradually effected.

**BY CONVINCING TEACHERS OF THE ADMINISTRATOR'S MODESTY.** The school executive, by taking an unassuming and modest attitude, helps to indicate to teachers that he views them in favorable comparison with himself. By so doing he convinces them of his modesty and at the same time avoids discrediting himself as one always does when he gives the impression of false modesty. When the administrator says, "I don't know much about teaching home economics, but I am of the opinion . . ." he gives evidence of his modesty which usually results in disarming the teacher. By comparing himself with an ideal or a standard higher than himself, instead of the teacher or some other co-worker, he is showing modesty concerning his achievements. As Socrates said, "It is because I alone of all the Greeks know that I know nothing."

A successful administrator of many abilities may admit modestly his ability in one phase of his work, always being careful not to be too enthusiastic in such an admission. There are occasions when the school executive should minimize his merits in an effort to secure the full co-operation of those with whom he is associated. He should, of course, refrain from overpositive statements and preface many of his remarks with "It seems to me" or "As I view the problem."

**BY APPEARING TO TEACHERS AS SPOKESMAN FOR OTHERS.** Frequently it is more effective for the school executive to say to the teachers, "Our school patrons are of the opinion that we should begin school at 9:00 instead of 8:30 in the morning," than it is for him to say, "I am of the opinion that school should begin at 9:00 instead of 8:30, assuming, of course, that the patrons have expressed such a preference. Other statements characteristic of this approach are: "I have been requested to advise that . . ." or "As executive

officer of the school I am charged with the responsibility of carrying out the policies adopted by the board of education."

**BY ENCOURAGING TEACHERS TO PARTICIPATE IN DISCUSSIONS.** Charm and more charm in conversations and discussions; that is a common need. The school executive in trying to sell his ideas to teachers must give them opportunities to make impressions and thereby gain further recognition. By pausing frequently to permit teachers to express themselves the administrator shows the teachers that he considers their statements worth while. If they have had a part in the deliberations where the administrator's idea was discussed, they will more likely favor the idea than when the discussion is a one-way affair. Since the majority of teachers are women and since the tongues of some women are said to be loose at both ends, it has been suggested that the school executive will have relatively little difficulty in getting teachers to participate in discussions.

**BY INDICATING A KNOWLEDGE OF THINGS CONCERNING TEACHERS.** When a teacher learns that his supervisory officer knows and remembers many personal things about him, he is highly pleased, provided, of course, the things known and remembered are not too personal. This should be easy for the administrator in the small school where there are relatively few teachers. In the larger schools it will be more difficult, but even here it is not impossible. In full knowledge of this fact, many effective school executives make it a point to acquaint themselves with the teachers and their interests and to reveal such information to them with the idea of expressing appreciation of them in an indirect manner. Obviously this is pleasing to the teachers and makes them more inclined to favor the administrator's proposal, provided this relationship has been established early and not for a particular occasion or to gain a particular end.

A teacher was complimented by the principal for her systematic and prompt action in preparing and submitting reports to the office. In response to this word of commendation she voluntarily assumed the responsibility of preparing records for classifying and keeping up to date the list of items in the costume room, which service she performed with efficiency.

**BY IMPRESSING UPON TEACHERS THE WORTH OF THEIR WORK.** The publisher of an encyclopedia says in an advertisement to teachers, "Since a teacher's work is the most important in the world, our every effort is directed toward helping him." Many school executives say to teachers, "The administration of the schools is relatively unimportant. You are doing the important thing when you do good teaching." Others say, "You may find substitutes for educational administrators, but there are no substitutes for efficient teachers." Such statements sincerely made give teachers a feeling of occupational worth, and encourage them to place a high evaluation on the views of administrative officers.

**BY DOING SOME OF THE THINGS THAT TEACHERS DO.** If the school executive is appreciative of teachers as persons, he will pattern some of his activities after theirs, rather than try to convert the teachers altogether to his activities. If he engages in the types of recreational activities and entertainment in which teachers participate, it is pleasing to them and gives them a feeling of worth-

whileness. It is even more effective for him to participate with his teachers in such activities and entertainment to a limited degree. But there must not be full conformity, because nothing is more boring. A discrete conformity gains the teachers' respect and shows a deference for them which causes them to be more co-operative with the administrator.

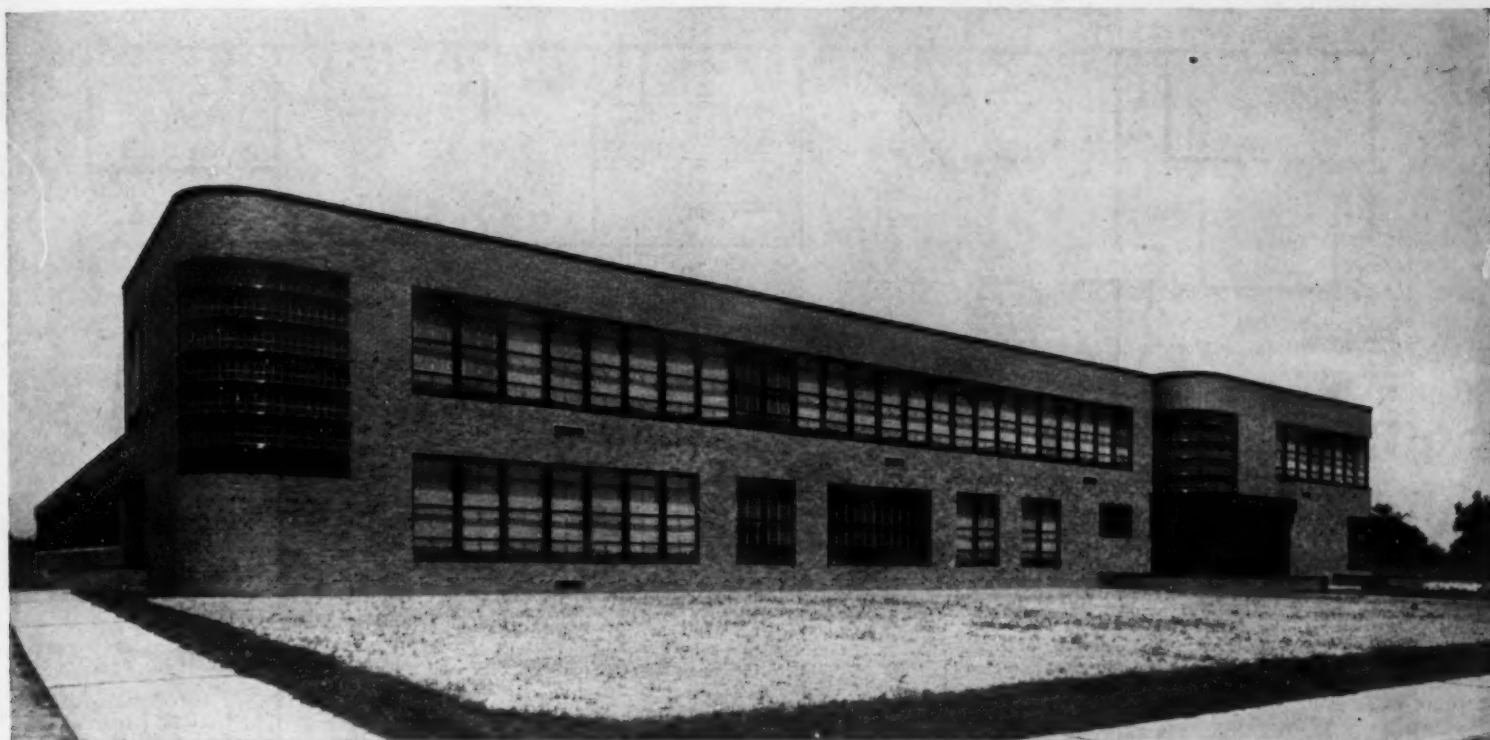
**BY TALKING WITH TEACHERS ABOUT THINGS THAT INTEREST THEM.** Since the nature of our interest is usually revealed in our conversation, school executives should show concern for teachers by talking of things pertaining to them and discussing subjects in which they are interested. The teacher will likely consider himself highly regarded by the administrator if the latter keeps the conversation directed toward things that concern the former. The school executive with the I complex (and there are a large number) will find it difficult to direct the conversation toward the teacher's interests and away from his own. Occasionally it is necessary for him to discuss his own good qualities with the teacher in order to make them known; but if done frequently, it will arouse opposition. He should keep his own interests definitely in the background and the teacher's always in the foreground. He should always remember, however, that there are times when the teacher does not wish, and is even unwilling, to discuss things that pertain to teachers. Attempts to force the teacher to discuss them become irritating.

**BY ASKING TEACHERS FOR SUGGESTIONS AND ADVICE.** Most people are highly pleased when their counsel is sought, and teachers are no exception. To know that his advice is desired gives the teacher, whose counsel is sought, a feeling of superiority. Both as principal and superintendent, I found a suggestion box just outside my office to be helpful. The teachers were encouraged to place written suggestions in the box, preferably unsigned. Numerous ideas were received, many of which were helpful. Unless, however, the administrator is willing and able to consider all suggestions as impersonal, he should not ask for them, because I received suggestions concerning every phase of the schoolwork, along with a few concerning my manner of dress. One suggestion in particular was rather amusing. It was to the effect that I should wear ties of a different color. Needless to say I promptly bought some new ties of different colors. Keeping open the means by which teachers can bring to the administrator information and advice is an expression of esteem they always appreciate, and it makes them more receptive to suggestions from the administration.

**BY YIELDING TO THE WISHES OF TEACHERS WHEN POSSIBLE.** When the school executive yields to a teacher's wishes out of professional respect he imputes a definite superiority to the teacher. Many school executives are pleasing to teachers, because they show deference through such statements as, "Perhaps I'm wrong," or "Whatever you say in the matter," or "Whatever you think." The continued use of this technique, however, is unwise, because it subordinates the administrator to the extent that self-respect is difficult to maintain. On the other hand, a teacher for whom the administrator has shown deference is likely to do the same thing for the administrator on a subsequent occasion.

(To be concluded in July)





The Mechanic Arts School, Evansville, Indiana. — Fowler and Legeman, Architects.

## Evansville Houses Its Mechanic Arts School

W. A. Pease<sup>1</sup>

The Mechanic Arts School is a part of the school system of Evansville, Ind., and as such is operated by the board of education. Being a vocational school, it receives a certain amount of state and federal financial support in accordance with the Smith-Hughes and George-Deen Acts.

The building houses a broad educational program designed to meet the needs of Evansville as a growing industrial community. In general, this educational program falls into two parts, the day trade preparatory school for boys of high school age, and the trade extension or adult program which includes apprentice training.

### Vocational Education in Evansville

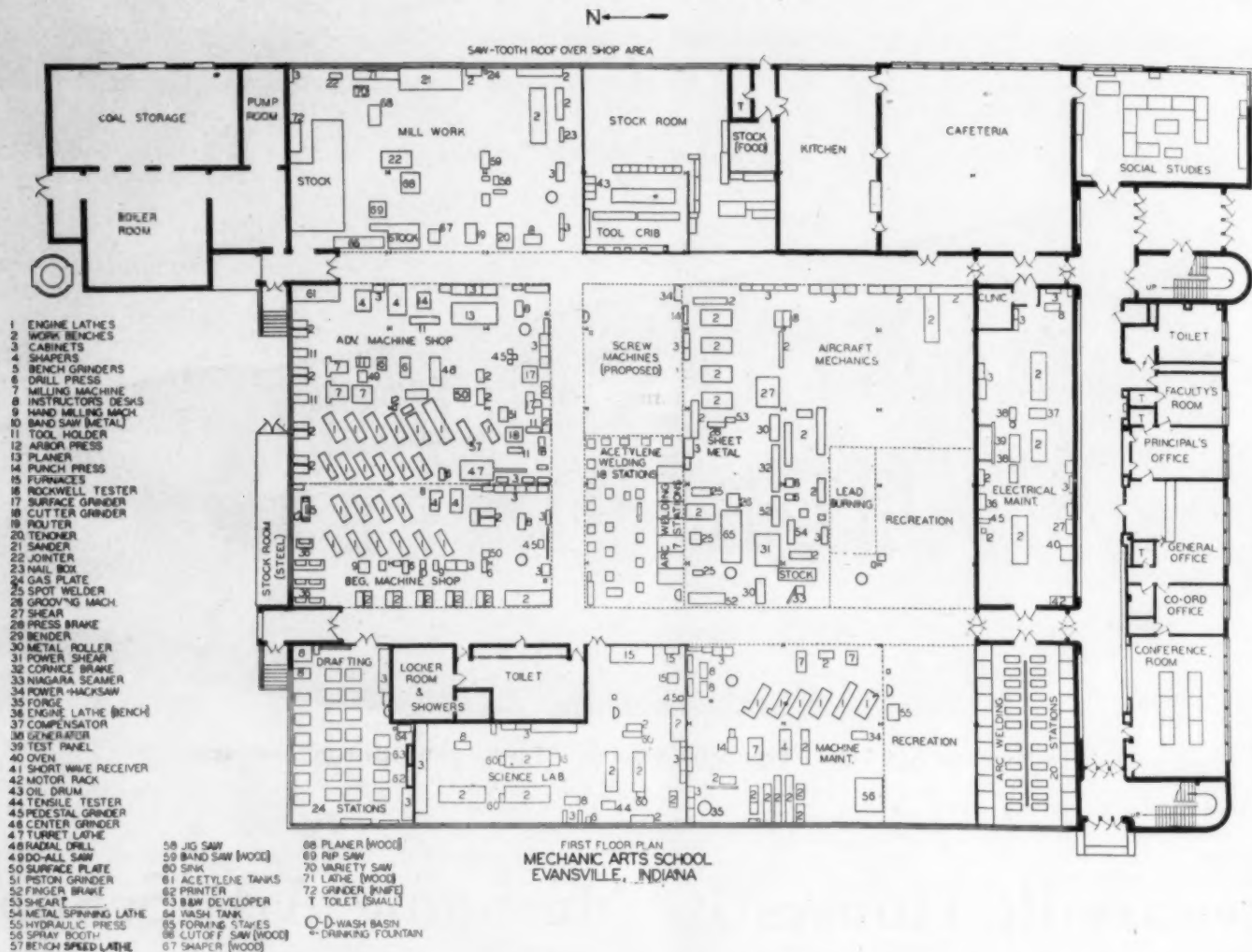
Vocational training in Evansville had its origin in 1903 when courses in cabinetmaking and mechanical drawing were introduced at the old Evansville High School which is now Central High School. Nine years later the curriculum was expanded to include machine-shop practice and foundry practice.

Gradually other courses were added and the program was extended to other schools so that at the time Mechanic Arts School became a reality, each of the 16 elementary schools had shops well equipped for generalized industrial-arts programs and each of the high schools had provision for courses in



A view of the well-lighted general shop.

<sup>1</sup>Director of Vocational Education, Evansville, Ind.



printing, mechanical drawing, woodworking, and auto repair. In addition, Central High School had a reasonably well-equipped machine shop and a trade extension program which had been in progress there since prior to 1917. A rotating shop technique was, and still is in use in the comprehensive high schools, and freshmen boys enrolled in industrial arts have an opportunity through these finding courses to make a wiser vocational choice than would otherwise be possible.

Even though the industrial training program in Evansville was well advanced, community leaders early saw that training facilities, particularly in the higher skilled brackets, were inadequate. In 1936, the Evansville Foremen's Club recommended to the board of education that the vocational education program be expanded to meet local needs and, at the same time, pointed out the shortage of skilled labor in Evansville.

Also in 1936 the faculty of Teachers College, Columbia University, made a survey of the public school system in Evansville. Certain comments and recommendations in the report of the survey staff corroborated the recommendations of local leaders and urged vocational-industrial courses confined within a centrally located trade school, with enrollment open only to pupils at the eleventh- and twelfth-grade levels or to young men soon to be eligible by age for entrance into industry.

#### The Advisory Committee

Because of the apparent growing need, a Vocational Education Advisory Committee

was appointed to study the problem. This committee composed of industrialists, representatives of the Foremen's Club, and organized labor, set to work under the chairmanship of the superintendent and in April, 1937, a trade and industrial co-ordinator was appointed upon the recommendation of the committee. The co-ordinator was appointed for the purpose of assisting the director of adult and vocational education in planning and developing a broad vocational program. Under the direction of the director an industrial survey was conducted and the specific needs of the community were determined.

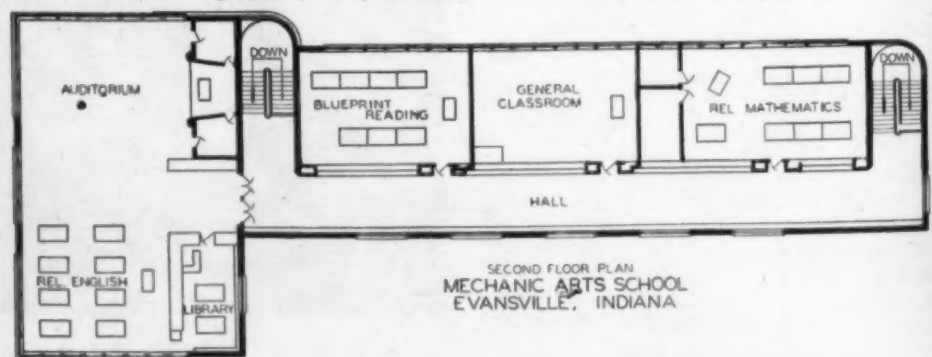
The Vocational Education Advisory Committee continued to study the problem and in a report to the board of education said that the committee members "unanimously believe that some system of specific trade training in a modern building is of vital importance at this time." And, so on June 25, 1937, the first

steps toward the construction of a new school were taken by the board of education. The architectural firm of Fowler and Legeman was employed to prepare plans and a site of 22 acres was bought.

In January, 1938, the board of education approved preliminary plans prepared by the architects and sold a \$250,000 bond issue. In the summer of 1938, ground was broken and in January, 1939, Mechanic Arts School opened the doors of its \$200,000 building to 150 day school students.

Just as expert planning laid the groundwork for a modern building, likewise care was exercised in equipping the shop area of the school plant. Craft advisory committees were employed to determine the amount and nature of the equipment for the several shops. While some equipment was moved from the old Central High School shops, the purchase of

(Concluded on page 70)





# A New Formula for Unit Instruction Costs

Arthur E. Trippensee<sup>1</sup>

School costs vary widely depending largely upon the salary schedule and the program of studies offered in a particular school. It is a simple matter to determine the total per-pupil cost in each of the various expenditure classes generally included under the heading of current expenses. It is thus easy to find the total per-pupil cost for instructional services and to find how a particular school ranks when compared with others in this category. What this type of information does not show, however, is the relative costs of instruction in the various subject fields. Neither does it take into account the many other types of services rendered by teachers which are usually accepted without evaluation or other recognition.

If it were possible to find a simple way to isolate the various responsibilities of the individual teacher and to ascertain the amount of salary to be charged to each of these responsibilities, it should be relatively easy to determine unit costs for all services rendered. Such information should give the administrator an added perspective in evaluating a particular subject or service and point the way to possible program or time adjustments. Teacher morale should be improved through recognition of the co-operation services rendered. In turn, the fuller picture thus presented should help convince the recalcitrant layman of the value of the many services rendered by the teacher in the modern school.

It would seem that a logical first step in determining unit costs would be to find the per cent of the typical teacher's time and effort spent on class teaching as compared with the time and effort spent on the various co-operation responsibilities. In referring to co-operation responsibilities, the nomenclature is meant to include all of those assigned activities which are a part of the teacher load aside from the time and effort spent in class instruction. Thus along with such extra-curriculum activities as the sponsorship of clubs and the coaching of athletic teams are included home-room assignments, study-hall supervision, and numerous other administrative and guidance responsibilities.

Several different procedures have been set up for the measurement of teacher load. A recognized method is the revised form of the Douglass formula,<sup>2</sup> developed by the Co-operative Study of Secondary School Standards, and used to determine teacher load both with and without co-operations. By considering the total load, including the co-operations, as taking 100 per cent of the teacher's

time, it is possible in any given situation to find that per cent of the total effort devoted to class teaching and that per cent devoted to activities other than class teaching.

A similar method, devised by the writer and giving figures approximating the results of the Douglass formula, considers the total load for the individual teacher equal to the number of class hours taught weekly plus one half the sum of the number of co-operation hours assigned weekly. In this method it is noted that the co-operation assigned hours are given half the load value of the hours spent in class teaching; an approximation assumed by Douglass<sup>3</sup> in his formula and used by the Co-operative Study of Secondary School Standards. By finding the per cent of total effort devoted to class teaching and the per cent spent on all other assigned activities, it is possible to find the median per cent of the effort spent on each.

Tabulated results showing the percentages of teacher effort spent on both class teaching and co-operations in this study<sup>4</sup> are shown in Table I. These figures using each method of procedure described above show percentages based on identical teacher assignments.

TABLE I. Percentages of Teacher Effort Spent on Class Teaching and on Co-operations

	Per cent of Effort Class Teaching <sup>1</sup>	Per cent of Effort Co-operations	Per cent of Effort Class Teaching <sup>2</sup>	Per cent of Effort Co-operations
Highest	96.5	55.4	96.77	53.31
Q <sub>3</sub>	81.3	29.29	82.12	27.27
Median	77.9	22.1	78.74	21.26
Q <sub>1</sub>	70.69	18.7	72.73	17.88
Lowest	44.6	3.5	46.69	3.23
Mean	75.39	24.58	76.31	23.69

<sup>1</sup>Percentages compiled, using revised form of Douglass Teaching Load Formula.

<sup>2</sup>Percentages compiled, using Simplified Teaching Load Formula.

Since it is assumed that the Douglass formula is more to be credited because of its general use, that method of determining teacher load is accepted in this study although it is believed that the simpler procedure would give the busy administrator results valid enough for all practical cost analyses. Thus, it was found that the median

<sup>3</sup>Organization and Administration of Secondary Schools—Harl R. Douglass, 1932, p. 115.

<sup>4</sup>All statistics in this study are based on teacher loads and costs in the Medina Public Schools. The figures used in the tables are actual with the exception of Table III, which is a composite picture used to better illustrate the working out of the formula.

The only information needed before the formula is applied to a particular situation is the median per cent of time and effort spent on class teaching, from which the per cent value of each unit period of class teaching is derived as well as the total per cent cost value for the co-operation responsibilities—*Author*.

per cent of effort spent on class teaching in this particular study was 77.9, leaving 22.1 per cent of the teacher's effort devoted to the co-operations. This gives us a situation in which the portion of teacher time spent in class teaching is known. Our first problem would seem to be to determine the per cent of salary to be charged for each unit class period taught, recognizing that only 77.9 per cent of the total teacher effort is spent on this phase of all assigned activities.

In examining our data it was found that the median class teaching load for all of the teachers considered was 25 periods per week. This information agreed with the findings of C. G. Stocker in his study of 2206 teachers in 131 schools in the Middle States Association who stated that "25 periods per week was the model classroom teaching assignment of teachers in each subject field included in this study."<sup>5</sup>

Using 25 class teaching periods per week as the typical situation, it would seem that the cost of teaching 25 class hours weekly per year should constitute that portion of the teacher's salary devoted to the class teaching phase of all assigned activities. In this study, the cost of teaching 25 class hours should constitute 77.9 per cent of the typical teacher's salary.

In order to obviate the necessity of working out a per cent value for each hour of class teaching in situations involving a different ratio of time devoted to class teaching assignments, a rather simple table is suggested as a help (Table II). By taking 25 class hours, the base load, and dividing this figure into the median total per cent of time spent in class teaching in any given situation, it is seen that per cent values ranging from 3 to 3.8 might logically be charged for each unit of class teaching depending upon the median or typical per cent of effort and time spent on such activities. Such a range should cover most situations, although the per cent values might easily be extended downward or upward.<sup>6</sup> In using this table, the per cent value nearest to the local median per cent of effort devoted to class teaching should give a per-unit per-cent value accurate enough for all practical purposes. In this study 3.1 per cent of a teacher's salary would thus be charged for each unit of a teacher's time spent in class teaching, since 77.5 per cent corresponds the most nearly to the announced median of 77.9.

<sup>5</sup>Teacher Load in Public Secondary Schools, University of Pennsylvania, 1940. A dissertation by Chester George Stocker.

<sup>6</sup>In situations where the median class teaching load varies from the typical 25 period base, the figure found could be divided into the median per cent of time spent in class teaching to determine the per cent value for each unit per cent of class teaching.

<sup>1</sup>Superintendent of Schools, Medina, N. Y.

<sup>2</sup>Co-operative Study of Secondary School Standards—744 Jackson Place, Washington, D. C.

TABLE II. Per Cent Value Per Unit Period of Class Teaching

Per cent of Total Teacher Effort Spent in Class Teaching	Base or Median Class Hours per Teacher	Per cent Value per Unit Period of Class Teaching
75	25	3
77.5	25	3.1
80	25	3.2
82.5	25	3.3
85	25	3.4
87.5	25	3.5
90	25	3.6
92.5	25	3.7
95	25	3.8

In finding the amount of salary to be charged for any particular subject, it would thus be necessary to determine the number of times the class met weekly, and to multiply this by the per cent value for each unit hour of class teaching; in this instance 3.1 per cent. After this is done the instruction cost of the particular class could be found by multiplying the per-cent value charged to the class by the total salary of the teacher in question. Thus, if a unit hour of class teaching is valued at 3.1 per cent and a class meets five times weekly, the cost of the class would be 15.5 per cent times the total salary of the teacher concerned.

The question then arises as to the method to be used in charging for those services rendered other than class teaching. In attempting to arrive at any fair procedure, it should be recognized that since there are degrees of difficulty in all tasks, some should carry a higher charge than others. Most educators would agree that more salary credit should be given to the teaching of a class requiring years of groundwork preparation than to the supervision of a study hall. On the other hand, certain tasks might require an even greater effort because of the very lack of background. Generally considered, however, the total amount of effort spent on a co-operation responsibility is less than that spent on a unit of subject teaching of equal assigned length. Thus it would seem that a smaller amount per period of time should be charged for the co-operations than for subject teaching.

In this study it was found that 22.1 per cent of the typical teacher's effort was spent on assigned co-operation responsibilities. Such findings do not necessarily mean that the time spent on such activities would be limited to 22.1 per cent of the total time load. More often than not the exact opposite is the case and we may expect to find time loads for co-operation duties much greater than the per cent of total effort would indicate. Thus, the median time load for the co-operations in this study was found to be 13.5 unit periods weekly or better than half of the time load spent on class teaching. This means that 22.1 per cent of the typical teacher's salary should be charged to 13.5 class hours of co-operation responsibilities.

In a theoretically perfect situation we easily find the per cent value of each unit

hour spent on co-operation responsibilities. In actual practice, however, these assignments are not balanced carefully enough to make such a means of measure practical, although the value for each unit could easily be approximated. Douglass<sup>7</sup> in his formula, as has been previously pointed out, divides the class hours spent in the co-operation by two, thus giving them approximately half the value of the unit hours spent in class teaching. Using this as a guide, one half the per-cent value allowed for the class teaching hours could be used to arrive at an estimated value for all co-operation activities. This procedure might be used to test the load of the individual teacher. Too great a variance from the typical, when the entire load including class teaching is considered as 100 per cent, would probably indicate a situation needing adjustment.

In an actual situation not enough is known about the typical co-operation load to determine the per-cent evaluation of a unit of either time or effort. Also loads are not scientifically balanced to the extent that costs could be accurately figured. Hence, in order to secure a practical value for each unit period of co-operation endeavor, it would seem necessary to divide the total number of unit periods spent weekly in assigned co-operation duties into that figure which constitutes the difference between the salary assigned to class teaching and the total salary.

Thus, if a teacher in this study earned \$2,400 per year and taught 25 periods per week, the salary charged for class teaching would be 25 units times 3.1 per cent per unit times \$2,400, or \$1,860, leaving a difference of \$540 to be charged for co-operation responsibilities. If this same teacher had co-operation responsibilities taking 13.5 unit periods of time weekly, the charge for each unit period would be  $\$540 \div 13.5$  or \$40. A further breakdown of these figures should give the unit salary costs for all subject teaching and co-operation responsibilities of the individual teacher. This cost breakdown for a teacher carrying a typical load is shown in Table III.

The formula given below takes into account the various factors already explained and shown specifically in Table III. By using this formula one may find the unit salary costs for all class teaching and co-operation responsibilities and thus arrive at a more logical salary evaluation for the individual teacher.

$$\begin{aligned} \text{UCP} &= \text{PW} \times \text{per CP} \times \text{TS} \\ \text{UPC} &= \text{PW} (\text{TS} - \text{SCP} \div \text{TPC}) \\ \text{UCP} &= \text{Unit cost of class teaching (assignment)} \\ \text{UPC} &= \text{Unit cost for co-operation (assignment)} \\ \text{PW} &= \text{Periods weekly} \\ \text{Per CP} &= \text{Per cent value per unit period of class teaching} \\ \text{TS} &= \text{Total salary} \\ \text{SCP} &= \text{Total salary for class teaching} \\ \text{TPC} &= \text{Total periods of assigned co-operation responsibilities.} \end{aligned}$$

Thus, the responsibilities of any group of teachers may be analyzed and evaluated. By

<sup>7</sup>Ibid., p. 2.

TABLE III. Unit Salary Costs for Class Teaching and Co-operation Responsibilities

(Figures show amount of salary costs for a teacher earning \$2,400 per year who spends 25 unit periods weekly on class teaching and 13.5 unit periods weekly on co-operation responsibilities.)

Class Teaching or Co-operations	Unit Periods Weekly	Unit Period Cost	Total Unit Cost	Total Salary Cost
Chemistry	7	\$74.40	\$520.80	
General Science	5	74.40	372.00	
General Science	5	74.40	372.00	
General Science	5	74.40	372.00	
8th Grade Science	3	74.40	223.20	
Total				\$1,860.00
Intramural Coaching	10	40.00	400.00	
Home Room	2.5	40.00	100.00	
Teachers' Meeting	1	40.00	40.00	
Total				\$40.00
Class teaching unit cost = Periods weekly $\times$ per cent value per unit period of class teaching $\times$ total salary.				
Co-operation unit cost = Periods weekly (Total salary - salary for class teaching $\div$ total assigned co-operation periods.)				

totaling the unit costs for all classes in a particular subject and dividing by the total class enrollment in that subject, the yearly per pupil cost is easily found. By using available figures, average class size is quickly determined. A grouping of similar data gives the yearly per pupil cost for instruction in a particular field.

TABLE IV. Per Pupil Instruction Cost for All Classes in a Certain Category

	Amount of Salary Devoted to Subject	No. of Classes	Total Enrollment	Average Size of Class	Yearly Cost per Pupil
7th Grade English	\$ 695.00	2	72	36	\$ 9.65
8th Grade English	837.00	2	74	37	11.31
Jr. Hi. Sp. English	347.50	1	18	18	19.30
9th Grade English	1,390.00	4	103	26	13.50
10th Grade English	1,674.00	4	94	24	17.81
11th Grade English	1,674.00	4	87	22	19.24
12th Grade English	1,158.60	3	81	27	14.30
Speech	321.60	1	17	17	18.92
Total	\$8,097.70	21	546	26	\$14.83

By following the same procedure in each of the general subject fields, the relative yearly per pupil costs for all divisions of subject teaching are easily found. Thus the proportionate differences in per pupil costs for subject teaching are to be seen at a glance.

Similarly, the costs of the various co-operation services are found by isolating the unit values charged to individual salaries for each of these assigned duties. By compiling these individual unit values under the various classifications found, we may determine the cost per period and the cost per pupil for each of the various types of co-operation services rendered.

Thus, in Table VI, co-operations listed as administrative include general administration, faculty meetings, and attendance. All assignments of a purely supervisory nature are



TABLE V. Per Pupil Instruction Cost for Each Subject Field

	Amount of Salary Devoted to Subject	No. of Classes	Total Class Enrollment	Average Size of Class	Yearly Cost per Pupil
English	\$ 8,097.70	21	546	26	\$14.83
Social Studies	5,751.80	17	474	28	12.13
Business					
Subjects	4,285.75	12	203	17	21.11
Mathematics	3,642.50	12	302	25	12.06
Science	3,629.98	9	244	27	14.88
Industrial Arts	2,883.00	6	93	16	31.00
Home					
Economics	2,677.50	7	103	15	26.00
Art	2,604.00	7	140	20	18.60
Languages	2,511.00	6	91	15	27.59
Agriculture	2,108.00	4	36	9	58.56
Music	2,022.70	29	442	15	4.58
Physical					
Education	1,996.40	14	513	37	3.89
Retailing	1,255.50	2	17	9	73.85
Health	1,187.30	16	363	23	3.27
Total	\$44,653.13	161	3567	22	\$12.52

grouped under study-hall assignments, while guidance activities are considered as those responsibilities definitely concerned with the educational or vocational guidance of the individual student. Student activities, in turn, include directive effort in the supervision of athletics, clubs, student government, dramatics, etc. Miscellaneous items include cafeteria management, maintenance, visual education, showcase displays, and supervision of experimental work. Printing production denotes that portion of a teacher's time devoted to job printing.

In most cost studies, average-daily-attendance figures are used. For practical diagnostic purposes it should suit the needs of this study to use class enrollment figures as of a particular date which would seem to most nearly approximate average attendance figures.

Such an analysis of instruction costs should make for a more complete understanding of the many services rendered by the teacher. Teachers are human beings beset with a multitude of problems and responsibilities. Too often any tabulation of instruction costs includes only recognition for subject teaching. Teachers, therefore, feel that tasks which tend to divert their attention from class-subject teaching detract from the objective

TABLE VI. Per Pupil Instruction Cost for the Co-operations

	Amount of Salary Devoted to Co-operations	No. of Period	Cost per Period	Cost per Pupil Enrolled
Administration	\$2,511.86	59.75	\$42.04	\$4.84
Guidance	1,810.46	44.5	40.68	3.49
Printing				
Production	494.00	13	38.00	.95
Student				
Activities	2,847.06	81.75	34.83	5.48
Study Hall				
Assignments	6,432.79	174.5	36.86	12.39
Miscellaneous	1,500.07	48	31.25	2.89
Total	\$15,596.24	421.5	\$37.00	\$30.05

for which they were selected and for which they are being paid. When teachers realize they are receiving salary recognition for these other services, they should develop a more sympathetic attitude of co-operation toward them. Guidance and activity-program responsibilities along with other assigned duties should then warrant a more respectable portion of the time spent in the preparation that makes for successful accomplishment.

Then, again, an analysis of this type should give the alert administrator a quick and, for all practical purposes, accurate check and perspective on instruction costs. Thus, it should be relatively easy to determine if too much of the teacher initiative is being diverted in any one direction. Such a study should serve as a sounding device to find whether certain subjects or services are costing a sum disproportionate to their value in a particular situation. Armed with such detailed cost information, an administrator should be able to act more intelligently in making necessary cost adjustments.

The fact that it is relatively easy to make such an analysis of instruction costs in any situation where the work is departmentalized makes it a practicable procedure in both junior and senior high schools. The greater understanding gained should be an ample reward for the effort exerted.

Of course, in making an analysis of this type it must be kept in mind that the figures are approximate and are of value mainly in that they show more clearly the proportionate costs of all instruction services rendered. The study further limits itself to costs for instructional services only and, it is understood, such costs will vary proportionately with the salaries of the individual teachers. This will show up especially when a single highly paid teacher handles all of the work in any one field of effort.

There is also the danger that laymen, in looking at the figures, will conclude that a way to save on expenditures would be to curtail on the co-operations. The fallacy in any such type of argument is, of course, the fact that five classes meeting five times weekly constitutes a median or normal class load for the average class teacher regardless of the per cent of time or effort spent on co-operation responsibilities. Loads varying too much from this median, as far as class teaching is concerned, might, however, warrant a careful scrutiny to determine the justification for the same.

Granting the limitations of the figures evolved in a study of this type, it does seem that such an analysis of instruction costs should give a more accurate picture of the services represented in the salaries paid to teachers. By giving salary credit to the co-operations, teachers should more fully recognize their responsibilities relative to such duties. By showing proportionately the costs of the various items entering into instruction services, the whole picture unfolded to the administrator should prove meaningful in helping to keep a necessary perspective on the values of the various services rendered.

## NEW JERSEY'S NEW SCHOOL SYSTEM

The designation of Rutgers University as the State University of New Jersey is one phase of a program of educational reorganization approved by the State Legislature as a means of consolidating the state's educational and cultural services.

Two companion measures making up the remainder of the program will become effective on July 1. One of these establishes a new State Department of Education consolidating in one body the functions of eight existing agencies dealing with the educational and cultural services of the state. The other establishes within the department a Division of the State Library, Archives and History, and a Division of the State Museum.

These three measures put under one agency the responsibility of planning the state's educational program, of eliminating the duplication of effort and divided authority, and of giving increased emphasis to higher education.

The State Department of Education, directed by a 12-member State Board of Education, will assume the direction of the state's educational effort in all fields.

## HELEN KELLER HONORED

The Associated Exhibitors of the National Education Association have awarded Helen Keller the 1945 Education Award for outstanding service to American culture and life.

The illuminated manuscript stating Miss Keller's achievements is on display in the N.E.A. headquarters in Washington.

## PROPOSE UPWARD REVISION OF CHILD-LABOR LAWS

The Children's Bureau of the U. S. Department of Labor has recently come forward with a suggestion for an upward revision of the child-labor laws to reach the 14- and 15-year-olds now employed as part-time or full-time workers. The change which is being effected by state groups in the 1945 legislative sessions, calls for a revision of the school-attendance laws looking toward a 16-year minimum age for employment and for leaving school.

At the present time close to a million 14- and 15-year-old boys and girls are in today's labor force, and the increase in employment in this age group appears to be greater than for the 16- and 17-year-old workers, whose numbers are also large.

## HOME AND COMMUNITY CONSERVATION

Supt. L. W. Feik, of Sioux City, Iowa, has urged all teachers to include in their civics and citizenship classes facts concerning the necessity of home and community conservation. Children should be constantly encouraged to make and keep the home, the lawn, the neighborhood, and the city as clean and neat and as well preserved as possible.

This teaching, Dr. Feik holds, has positive values for community and individual betterment. It can also be used as one means of preventing the damage and disturbance of citizens' property, the breakage of bottles, trespassing on lawns and gardens, and other damages to property.

## CHICAGO CENTENNIAL

A two weeks' celebration of the Centennial of the first Chicago public school, was held at the suggestion of President James B. McCahey of the board, from May 7 to 18. The board of education station WBEZ-FM broadcast two special programs daily and each news cast during the two weeks included a three-minute salute to one of the Chicago schools.

## FEDERAL AID FOR TOMAH HIGH SCHOOL

The federal aid for the construction of the Tomah High School at Tomah, Wis., was given under the Lanham Act, by Federal Public Works, Federal Works Agency. Mr. R. C. Ashton, Divisional Engineer, Chicago, was in charge of the federal interests.

## THE AMERICAN School Board Journal

A Monthly Periodical of School Administration

Edited by

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### TEACHERS' SALARIES

WHILE the economic depression of the thirties caused a setback in the general level of teachers' salaries from which some communities still suffer, the decade was marked by a steady improvement in the total salary situation. The first five years of the present decade have been notable for still greater advances in the application of principles which give recognition to the professional training and personal abilities of teachers and to the social and civic values of their services. In spite of the war pressures and losses to the war industries the present teaching staffs of cities and towns represent greater permanence than those of the two or three decades past.

The general rise in salaries granted to teachers since 1940 has been accompanied by much fumbling on the part of school boards and their executives, and by the use of temporary expedients in the nature of yearly bonuses and cost-of-living allowances. There is every reason to believe that the present ranges of prices and standards of living will not drop materially after the end of the Japanese war so that the existing salaries and even higher ranges will of necessity continue until they are an integral part of school costs.

The true progress in the teacher salary situation of the thirties and forties has come from the great majority of school boards who have engaged in basic salary schedule planning. There has been among the small communities (1500 to 30,000 population) a great increase in the number of schools which have for the first time adopted a written schedule. These salary plans have eliminated the element of personal bargaining and have made clear just what minimums, what annual increases, and what maximums could be expected for given teaching jobs. More and more the small towns have been giving their staffs the benefit of definite plans in writing, assuring all concerned a fair deal and a certain future.

In the middle size and large cities, the salary progress has notably involved the principle of equal pay for equal preparation and equal service. The equal social and educational importance of elementary and high schools has been recognized by more and more single-salary schedules in

which differences in pay are based on better preparation, higher efficiency, and successful experience rather than grade or subject taught.

There has been some opposition on the part of women teachers to salary recognition of the special services rendered by men even in subjects and grades that women cannot teach. The school boards have, however, given higher salaries to men in a surprisingly high number of communities and have accepted the principle of making family allowances to male teachers.

The growing practice of developing salary schedules by co-operative studies carried on by a democratically selected committee of the teaching staff and a committee of the school board raises the hope that future salary problems will be solved with less friction and more mutual understanding than has been the case in the past. The school board is not an employer in the sense of a corporation or a private businessman and its attitude toward salary problems cannot be limited by a profit motive. Similarly, teachers are not ordinary employees but professional people with a social service as the true basis of their salary desires. Both boards and teachers have one common end—the education of the children. The salary campaigns of the next ten years will determine the professional status of the teachers. Will they tend toward a full profession or toward a public servant classification?

### WILL FEDERAL AID SUCCEED IN 1945?

CONGRESS is considering at present two bills for federal aid to education. The Thomas-Hill-Ramspeck measure originating in the N.E.A. has been before the House Committee on Education and its companion bill has had exhaustive hearings in the Senate Committee. The proposed law would give aid to all public schools with special consideration for the heavy needs of the southern states which cannot maintain a minimum program. The law would be tightly drawn to preserve local and federal control and the monies would largely be used for salaries.

A newer bill, the Aiken-Mead measure, which has the full support of the American Federation of Teachers, an A.F.L. affiliate, is being considered by the House Committee. It is argued that this bill, which calls for \$550,000,000 to be used for both public and private schools and for health, transportation, and library facilities, comes closer to meeting the need for a permanent structure for federal aid, that funds would

be allotted to schools on the basis of need, that stipends and scholarships would aid needy individual children no matter what school they attend. The broader cultural needs of backward areas would be helped by the library and health services, and the whole federal education structure would be raised on the basis of social and cultural values.

The heightened problems of education caused by the war and the consequent economic dislocation are causing schoolmen to redouble their efforts for federal aid of any kind. There is real danger that Congress will be in no mood to do anything when the problems of reconstruction are before it and when the pressure for tax reduction will be doubled.

### AN ASTONISHING REQUEST

THE Montana School Boards Association has received a public request from the State Superintendent of Public Instruction for help:

President Young has been appointed as a member of a committee set up by the State Superintendent of Public Instruction to study the possibility of revising courses of study now being used in the high schools of Montana.

As a representative of the School Boards Association on the committee he is anxious to receive your ideas of what should or should not be taught in our secondary schools.

Every board member will have some plan in the back of his mind that will bear consideration. Why not write Mr. Young today and tell him about it?

A new period of co-operation between school boards and professional school officials is opening when requests like the above are made and acted upon with sincerity.

### AN OLD STORY REPEATED

THE superintendent of schools of a flourishing Iowa community resigned in April, at the age of 44, with the statement that

"My family and I have decided to enter business for ourselves in the hope of attaining a reasonable amount of security.

"The teaching profession does not offer this. We realize that advancing age does not keep one productive forever, and therefore we wish to establish ourselves permanently in some community of our choice."

This letter includes the strongest argument which could be made for greater permanence in the office of the city superintendent of schools. While it is true that most changes of men within the ages of 25 and 35 are made in the direction of seeking promotion, altogether too many changes are the result of fear of dismissal or actual dismissal. Men in the forties and fifties who are dropped from a superintendency or a principalship have the



greatest difficulty in finding satisfactory administrative jobs.

So long as the superintendent of schools is a hired man, whose tenure may be disturbed by the ill will of smaller groups in a community, or even by the personal dislike of a few board members, the growth of education will be hampered. Teachers and superintendents who should be the cultural leaders and the most influential people in the community are reduced to the level of mere transients of indifferent social position and of no cultural influence, unless they can work with the assurance that their jobs are permanent and their offices are respected.

### CHILD LABOR CHANGES

THE report of the Children's Bureau on wartime child labor indicates that the employment of children between 14 and 17 is still mounting. The steady drafting of 18-year-olds into the armed forces and the maintenance of war production together are withdrawing so many boys and girls from high school that the reduction in enrollments is alarming even to the optimistic observers.

The end of the German war has not been accompanied by a popular reaction for the curtailment of war activities, and there seems to be ample evidence that the bad experience of 1944 will be approached. In April, 1944, a Children's Bureau statement declared that nearly three million boys and girls between the ages of 14 and 17 were at work. This is almost a third of the total child population of these ages and is more than three times the number at work in March, 1940. The increase of workers among the younger group of 14- and 15-year-olds has been especially large and represents a most serious and harmful loss to education. Schoolmen are necessarily giving much attention and publicity to postwar plans for educational reconstruction, but it seems obvious that they are overlooking a serious duty when they fail to push harder than a year ago the effort to keep all high-school pupils in school, to urge children whose parents feel that they must share in present earning chances to transfer to vocational school, and to fight again for the return of all 14- to 18-year-olds to school in September.

### NEW USES — OLD SUBJECT

THE growth of co-operative vocational education in the fields of office work, the skilled and semiskilled trades, and the service occupations, has given new significance to the oral English and speech courses. Both employers and teachers of

children engaged in work-school plans are realizing clearly the need for good speech and for the development in the children of abilities which make effective their approach to people. The age-old contention of teachers of English and of speech that, in the world of practical affairs, speech is the first and important means of communication, is impressing itself on employers, teachers, children, and even parents. Speech is consequently no longer a snap course to fill out a lazy student's program; it is not an opportunity for a few gifted students to shine. Nor is oral English an occasion for shy youngsters to become wall flowers.

The new co-operative work-school arrangements with their follow-up by teachers give all concerned the solid reason of experience to reorient the speech work from the simple corrective beginnings in primary grades to the advanced high school where debate and public address are taught, and to make the work effective for the endless variety of daily uses at work, in the home, in social and trade organizations.

The new speech courses seek to improve all aspects of a child's speech production, to improve his speech personality, the quality and distinctness of enunciation. They help children ask and answer questions with clearness, to handle instructions and directions with understanding, to talk over the telephone effectively, to engage in personal and business conferences with pleasing results, to partake understandingly in the more formal group meetings. The objective is not to train a few winning orators and debaters but to carry along every child as far as his abilities permit.

### PROMISE AND PERFORMANCE

THE spring school-board elections have revealed again the tendency of candidates to project campaign platforms. These have outlined in a number of instances the candidate's concept of the mission of popular education, his opinion on pending problems, a for-or-against attitude toward the school executive. They have concluded with promises for faithful performance.

The candidate for school-board honors, who makes promises as to what he or she will do when elected, rarely if ever succeeds when it comes to performance. Nor does it always prove expedient to take sides in a local project or a policy which is in controversy. School affairs look entirely different from the inside. Consequently, the charge that things are all wrong and that radical reforms are in order usually fades when conditions are

seen at a close range. Street gossip loses its point when confronted with the truth.

The overzealous candidate who promises radical reforms is certain, if elected, to be confronted with embarrassments. We have a number of times witnessed the situation of a school-board member who created a sensation at his first meeting in trying to translate his pre-election promises into performance. When he awoke to the facts, he found himself to be discredited and his radical departures and innovations to be completely unwise and impossible.

The policies of a school system are the creation of many years and many minds, with accepted ways of organizing the schools, the curriculum, the finances, the personnel, and the board's method of conducting its business.

The best recommendation of a candidate for school-board honors must be found in his record as citizen, his character, and personality. Except for a very general problem—like the erection of needed plant facilities, the expansion of a widely discussed improvement in school services, or the renewed recognition of professional leadership in the school executive—pre-election promises are likely to lead to humiliation and a loss of prestige. The citizen of solid ability who has assumed the responsibility of board membership will hold to sound principles and will voice his judgment when he is confronted with a real problem in administration, and he will look on that problem chiefly as an opportunity to help the children and the community through better education.

### DR. J. W. SEXTON RETIRES FROM SCHOOLWORK

Dr. Jay Wesley Sexton, superintendent of the public schools of Lansing, Mich., will retire from the superintendency on August 1, after the completion of 43 years of service in public school work.

The retirement of Doctor Sexton brings to an end a 29-year regime as superintendent of the Lansing public schools. He assumed leadership of the schools in 1916, after five years as principal of the old Lansing High School, which has now become Technical High.

Dr. Sexton came to Lansing from Fenton, where he had served as principal of the high school for one year and superintendent for eight years. He continued his education at the University of Michigan while serving as principal of the Lansing High School and received his master's degree in 1912. He was honored by Albion College with the LL.D. degree in 1935.

During his administration, the Lansing schools made splendid progress. All of the 28 school buildings, except five, have been constructed or extensively rebuilt. Sexton High School, Eastern High School, and three junior high schools were constructed during this period. The educational system itself has been kept well abreast of the times and has been referred to as one of the model systems in the nation.

JAMES MARSHALL, a member of the New York City board of education for Manhattan for the past ten years, has been reappointed for a new seven-year term by Mayor LaGuardia. Since his appointment to the school board in February, 1935, Mr. Marshall has been one of the most active members of the board. He was a firm advocate of the concentration of power in the hands of the superintendent, and he is a proponent of advanced methods of instruction. In 1936 he was elected vice-president, and in May, 1938, he became president of the board, holding that office until May, 1942, when he resigned from the office. At present Mr. Marshall is chairman of the instructional affairs committee and a member of the law and building committees.

# School Administration in Action

## NEW GUIDANCE PROGRAM IN GROSSE POINTE, MICHIGAN

The administrative department of the public schools of Grosse Pointe, Mich., recently completed a two-year appraisal and study of the guidance program, which resulted in improvement and expansion of the present home-room counseling program. Upon recommendation of Supt. Paul L. Essert, the board has included in its budget provision for ten part-time counselors for expert and individual counseling in secondary schools. Plans have also been made for a summer workshop in preparing these counselors for their work to be started in September. As an addition to the department, pupil-personnel and case studies of the psychologist's visiting teacher service have been started.

Under the plan, each counselor will be responsible for advising some 250 to 300 students and will be in continuous contact with the same group over a period of three years. The counselors will remain largely in the background working with and through the teachers. In grades 10, 11, and 12, the counselors will be increasingly personal and direct in their counsel with each student. They will use these years to become acquainted with their students individually and to gather information about them from many sources. They will observe their students in class, in shop, on the playground, study their performances on various tests, and follow their health record. They will be concerned with guiding the student when necessary in improving social and health relationships in the community and in following up the pupil after he has left school.

## RESIGNATIONS OF INDIANAPOLIS SCHOOL EMPLOYEES

There are approximately 2200 persons regularly employed in the Indianapolis public school system. This number includes the superintendent and his assistants, the supervisors and directors and their assistants, the principals and teachers, the high school librarians, the school nurses, the social-service workers, and the business-office and the school-shop staffs.

In Indianapolis there are 7 high schools, 54 grade schools, the City Hospital School, the Riley Hospital School, and the Craft Center.

Of this number of employees, 247 resigned during the three years beginning in June, 1941, and ending in December, 1944. This period began six months prior to the onset of World War II. An average of 82.3 persons resigned per year. Of those resigning, one was an assistant superintendent who was already on half time, one was an assistant supervisor, one a director, one an assistant director, one a high school principal, seven were elementary school principals, two were high school librarians, 88 were high school teachers, 137 were elementary school teachers, five were school nurses, one was a special music teacher, one was a lip reading teacher, and one was a co-ordinator of distributive education.

The majority of resignations came from those in the lower age group. There were 70

persons who resigned before reaching the age of thirty. There were 69 who resigned between the ages of 30 and 40. One hundred thirty-nine of the group of 247 resigned before they reached the age of 40. This is over 56 per cent of the total number. After the age of forty there is a sharp decrease in the number of resignations, showing that people were "settled" in their positions at that time. Also, teachers who teach until they are 40 years of age have probably taught about 20 years and are eligible to a small pension. This would be an added incentive to continue teaching in order to increase the amount. Only about 15 per cent of the resignations occur between the ages of 40 and 50. Less than five per cent resigned between the ages of fifty and sixty. Those who resigned after that period, as a rule, had reached the age limit and retired from active duty.

Of those who resigned there were 152 who had gone to college for four years and obtained a bachelor's degree. Ninety-seven of these were less than 40 years of age. Forty-five had a master's degree. Only 19 of these were less than 40 years of age. The remainder had no degree.

Various reasons were given for these resignations. Approximately one fifth had reached the age limit and were retiring on full pension. An equal number resigned because they wished to change their positions. Twenty people resigned because of poor health, eleven were moving from the city, nine resigned when they married, three because they had family duties which kept them at home, three to return to school for further study, one resigned because of motherhood, one gave very personal reasons, and all of the remainder of those resigning simply did so and gave no reasons. In all events the Indianapolis school system is still operating under a full staff and with apparent efficiency.

## ROSEVILLE VICTORY FARM TRAINING PROJECT

Clarence E. Schurer<sup>1</sup>

An experiment in farm-labor training in the Macomb County schools of Michigan began in 1943 with the organization of a farm-labor training class, as a part of the Eastland Schools. Since the opening of the first class other classes have been organized, notably in Roseville. At the present time some 200 students spend twenty or more hours weekly in classroom instruction, and as many hours more in working on local truck farms. A 60-acre farm is being used by the schools as their experimental laboratory.

A feature of the program is the placement services. The instructor, Elmer Fuhr, maintains an effective placement service in connection with the classroom instruction. Any boy or girl who desires either a part-time or a full-time job on a farm, in a garden, or in a greenhouse is placed on the job. Many farmers in the area are quite satisfied with their student help and are planning to use more student labor this summer.

Students participating in the program are given the opportunity to acquire knowledge about many things: (1) they learn what is

<sup>1</sup>Superintendent of Schools, Roseville, Mich.

required to produce food; (2) they learn about planting, harvesting, and marketing; (3) they are trained for employment and learn how to work; (4) they learn self-reliance and responsibility.

## DEVELOPING TEAMWORK BETWEEN SCHOOL AND BUSINESS IN WEST BEND, WISCONSIN

The schools of West Bend, Wis., have been fortunate in the healthy interest which the people of the community have taken in their schools and in the welfare of the young people.

Recently 150 interested citizens met at the McLane School to listen to a panel discussion on the topic, "What Does the Public Expect of Education." In a joint expression on co-operation between business and education, the following thoughts were expressed:

Business and education have mutual interests and responsibilities. The adequate financing of the schools depends to a large extent upon the healthy economic state of our business and industrial organizations which produce much of the wealth in this country. It is a part of our task as educators to teach those things that will make for better understanding on the part of our students of the importance of business and industrial enterprise. They should know how business is organized and what the functions of business management are. These things should be taught not because they are important, but because the schools owe a debt to the economic structure that gives rise to them.

Conversely, business prosperity depends upon education. Education is a challenge to American business because it is an essential instrument in the expansion of our dynamic economy.

Private enterprise as an integral part of a democratic society owes much to education. The sacredness of individual personality is the cornerstone of democratic thinking. This is being increasingly stressed in modern education. Finally, education and business leaders must catch a clearer vision of the mutual interdependence of their respective endeavors. The challenge of the times is tremendous. American education and American business must together meet the educational needs that will inevitably arise from postwar conditions with intelligence and energy. Education must train labor and consumer. Business will find it profitable to support education adequately. Law-abiding, alert, and well-informed producers and consumers must be continually developed. In this manner only can we go forward into the new world now being born out of this war.

## PRESCHOOL BULLETIN

Each spring, in co-operation with the school nurse, the school department at Dracut, Mass., issues to each parent of a 5-year-old child a copy of the school bulletin, *We Go to School*. This bulletin contains helpful suggestions for parents of preschool children and answers questions concerning the schools in general. Such important items as noon recess, immunization, communicable disease control, nutrition, and parents' responsibilities are noted.

## PROPOSE INTERNATIONAL AGENCY OF EDUCATION

An international agency of education has been approved by 84 per cent of the people in a poll conducted by the National Opinion Research Center at the University of Denver. The purpose is to establish a world agency which will help schools in all countries teach children how to understand the people of other countries.

Proposals for an international agency of education have been made by the Educational Policies Commission in an open letter to the U. S. delegation to the United Nations Parley and by the International Education Assembly. A resolution has been introduced in Congress for the same purpose.



## A Stitch in Time Saves *Filmosounds* Too!



We advise that every B&H projector, even though apparently in first-class shape, be sent to us, or to your nearest B&H Authorized Service Station, when school closes for the summer. The projectors will be thoroughly cleaned, lubricated, and inspected. Any parts which show serious wear will be replaced.

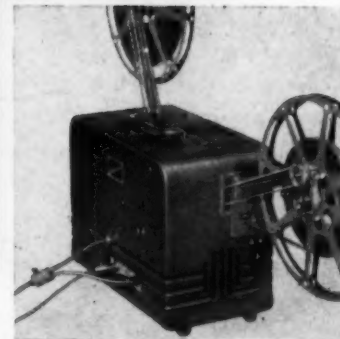
Then, after careful testing, the projectors will be returned in time for the autumn school opening, ready for another season of vigorous use.

Cost of this "stitch in time" service is nominal. Results in continuous, trouble-free performance are highly satisfactory.

This leads to a word for prospective Bell & Howell users. Such a service is evidence of one thing: namely, that once you become a B&H owner, your camera, your projector . . . your satisfaction . . . all continue to be of great importance to us.

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## School Law

### Schools and School Districts

That teachers of a third-class school district receive smaller salaries than those in adjoining first-class districts is not pertinent to the issue of the annexation of the two districts on account of local economic conditions. '35 C.S.A. c. 146, § 64.—*School Dist. No. 47, Jefferson County v. Juchem*, 155 Pacific reporter 2d 768, Colo.

### School-District Government

The issuance by the Wyoming Commissioner of Education of a provisional first-class rural administration certificate to a graduate of a standard teachers' college with a bachelor of arts degree, with 183 quarter hours' credit and with

four full years' teaching experience, three of which were in the county for which the provisional certificate was issued, was not an abuse of the commissioner's power to issue a special certificate merely because the teacher acted as a substitute for several years before the certificate was issued. Wyo. revised statutes of 1931, § 99-129.—*State ex rel. Pape v. Hockett*, 156 Pacific reporter 2d 299, Wyo.

The county superintendent of schools who possessed an education much greater than that of the average county superintendent would not be disqualified from office for a technical failure to comply with purely directory rules of the State Board of Education. Wyo. revised statutes of 1931, §§ 30-901, 99-121, 99-129, 99-132.—*State ex rel. Pape v. Hockett*, 156 Pacific reporter 2d 299, Wyo.

A board of education is a creature of the statute with no other powers than those ex-

pressly or impliedly given thereby.—*State v. Rouzer*, 32 Southeastern reporter 2d 865, W. Va.

### School-District Property

Where the electors of a graded school district of Michigan had authorized the construction of a school building and the expenditure of school money, the school board had authority to contract for the construction of a school building and such district and township unit district which took over the property of a graded school district could not escape liability for services rendered and materials furnished at a time when there was a sufficient balance in the building fund to pay therefor, notwithstanding the cost of erecting the building exceeded the sum voted by the electors of the district for that purpose. Mich. complete laws of 1929, §7115 *et seq.*, 7131 *et seq.*, 7165, 7432, (2,3,8), 7435, and 7486, as amended by the public acts of 1931, No. 54.—*Hatch v. Maple Val. Tp. Unit School*, 17 Northwestern reporter 2d 735, Mich.

A board of education was not liable for injuries to an infant resulting from alleged negligent construction and maintenance of the pavement in the public school yard, where there was no proof of faulty construction or of any actionable negligence on the part of the board.—*McKenna v. Board of Education of City of New York*, 52 N.Y.S. 2d 852, N. Y. App. Div.

### School-District Taxation

A school levy for postwar improvements could not be justified on the theory that the board of education was acting within its discretionary powers in planning for projects for the future. Smith-Hurd Statutes, c. 120, § 365.1 *et seq.*—*People ex rel. Leaf v. Roth*, 59 Northeastern reporter 2d 643, Ill.

A board of education may levy taxes sufficient in amount to accumulate a fund so that the board may operate on a cash basis.—*People ex rel. Leaf v. Roth*, 59 Northeastern reporter 2d 643, Ill.

A high school principal was entitled to have charges against him dismissed unless substantiated by true and competent evidence, but the committee's decision removing him was not invalid because partly based on affidavits if apart therefrom the evidence was sufficient.—*G. L. (ter. ed.) c. 71, § 42*, as amended by the statutes of 1934, c. 123.—*Moran v. School Committee of Littleton*, 59 Northeastern reporter 2d 279, Mass.

It is better practice for members of a school board not to appear as witnesses in a proceeding to dismiss a teacher, especially if their testimony is necessary to sustain the charge against the teacher. 24 P.S. § 1126.—*West Mahanoy Tp. School Dist. v. Kelly*, 41 Atlantic reporter 2d 344, Pa. Super.

### JERSEY TEACHERS LOSE PAY SUIT

The New Jersey Supreme Court, on May 1, ruled that school teachers in the state do not automatically receive salary increments in accordance with existing schedules, but that local board approval is necessary for each salary advance.

The ruling was given in answer to an appeal from Thomas A. Fraser and 52 other teachers of Jersey City, who claimed that in 1929 the board of education of Jersey City had adopted a schedule of wages for teachers which provided for a regular annual progression in salary from a stated minimum to a stated maximum, the amount of compensation payable in any year dependent upon the number of years of service. The local board had refused to comply with the provisions of the schedule. The teachers contended that the salary schedule was a contract between them and the board, and that failure to pay the increments constituted a reduction in their salaries. The teachers appealed the case to the State Board of Education, which resulted in its dismissal, and the State Supreme Court sustained the State Board, holding that board action is necessary to implement every increase.



## School Board News

### SPRING CONFERENCE OF THE CONNECTICUT ASSOCIATION OF BOARDS OF EDUCATION

Members of school boards throughout Connecticut met in Hartford on April 21 for the spring conference of the Association of School Boards.

The topic for the conference was "Connecticut Schools at War." Among the speakers was Congressman James W. Wadsworth of New York, who urged a year of military training for every boy upon reaching the age of 18. The alternative to universal training, he said, would be the maintenance of a large army, a device economically impossible and in conflict with the traditions of the country. Commenting on the San Francisco Security Conference, Mr. Wadsworth said that the plans made there would be an important constructive step in reducing the possibility of another total war. Another speaker was Lt. Col. Thomas B. Hughes, in charge of the training section of the U. S. Marine Corps, who pleaded for a revision of the method of teaching foreign languages and more emphasis on American history. He suggested greater use of conversational methods in teaching foreign languages and more widespread teaching of Russian and Spanish. Other speakers included Lt. Gov. Wilbert Snow, Stanley P. Crute, Dr. Alonzo G. Grace, and Brig. Gen. Thomas E. Troland.

Four discussion meetings followed the general session. The topics discussed were "Connecticut Schools at War," taking up in particular educational needs after the war, postwar building and financial problems, and community and social problems.

The Association adopted a resolution approving bills before the legislature for increasing state aid for education and for school construction.

At the business session, the following new officers were elected for 1945-46: president, Roger B. Ladd, Hartford; secretary, Mrs. Ward E. Duffy, West Hartford; treasurer, Orrin P. Kilbourn, Simsbury.

### PUPILS' EDUCATIONAL TRIPS

The widely used plan of taking children on educational trips would be adopted in Germany if a certain AMG official had his way. As reported from Cologne, by Raymond Daniell, "there will be difficulty in re-establishing education in the bombed cities because neither buildings nor textbooks remain for immediate use. But an Allied Military Government official said that for the time being he thought that that would not matter. If he had his way, he said, he would gather the children together and adopt the Socratic method of taking them on excursions to ruined cities, hospitals, and cemeteries of battlefields, explaining to them that they were viewing the fruit of militarism and aggression."

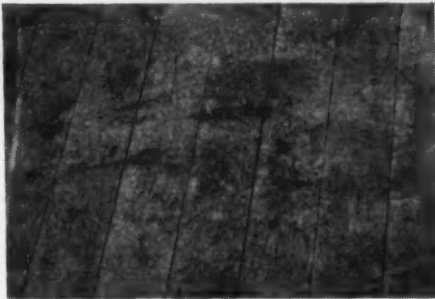
### HOLLISTON SCHOOLS REPORT

The high school of Holliston, Mass., is the part of the school system most seriously affected by the war. In his annual report, Supt. Fred W. Miller indicates that the high school is contributing materially, with the elementary schools, to the war effort, principally by carrying on its regular program with especial effectiveness.

Several periods of military drill are being given in the course of each year and classes have been provided with preinduction fundamentals in electricity, machine science, mathematics, and blueprint reading. The English classes have had a few periods in military correspondence, and the stenography and typewriting classes have studied a few details of military and navy correspondence. Map reading and the typography of the war areas have been emphasized in the course of the regular work.

No money has been spent on repairs for the high school building. Superintendent Miller says briefly the needed project is a new building.

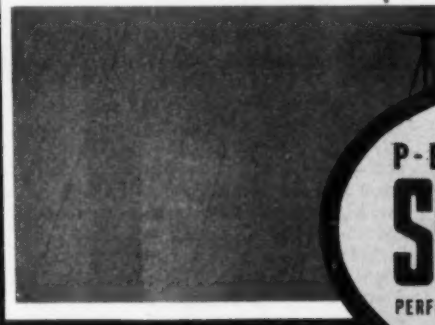
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All of the Holliston schools are contributing to the wartime and postwar education of the children by severe emphasis upon efficiency, particularly in the physical education, home economics, and basic subjects.

### HADLEY MAINTAINS UNIFIED SCHOOL PROGRAM

The public schools of Hadley, Mass., under the direction of Supt. Leon J. Stanne, have successfully maintained a unified school program during the past two years. It is readily apparent that the program had an effect upon the youth of the community in bringing about unity of purpose and thought in a heterogeneous population. Teachers are selected upon a merit basis and many of them represent some of the European countries. The town is a real American melting pot.

During the school year unified community activities and programs are stressed. Nearly all

community functions, school and nonschool programs, are held in the high school. The Town Hall has had only one annual meeting during the past two years.

During the season when children are not busy with farm duties, recreational programs are conducted, which are attended by 90 per cent of the children. Keeping children busy at work and play has resulted in a satisfactory control of juvenile problems. In the program community and rural life problems are taken up and new solutions are suggested. As the students grow older the high school faculty, by example and study of cases, assist the boys and girls to mature into adults who can be respected by the community.

Plans are being made for a postwar building program. A new high school is planned as a war memorial to replace the present inadequate building.



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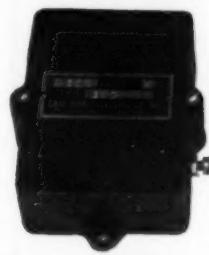
The trained minds that run our schools will, as always, appreciate the necessity of placing orders for September needs NOW . . . Check over the Catalogue Display of National Products and place your orders with us as soon as possible. Assure Delivery before school opens in the Fall . . . Obey that impulse — write us today!



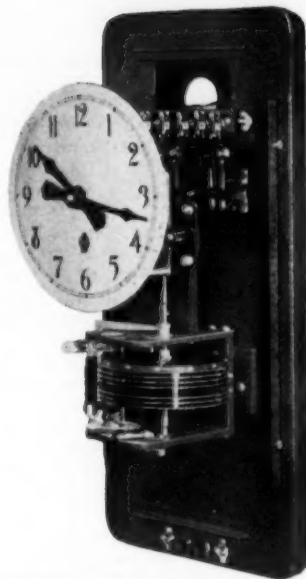
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### PUPILS WORK IN KANSAS CITY SCHOOL LUNCHROOMS

One type of work experience which is available to elementary school pupils in Kansas City, Mo., is in the school lunchrooms where large numbers of children are regularly gathering during the noon hour.

Plans vary from school to school but in each case where practice is successful there has been careful study of local needs by the teachers and principal, and the pupils have found ways of co-operating responsibly.

At the Knotts School, where a lunchroom is in operation, all of the 120 children in the three upper grades have already served as special helpers, for a week at a time, and some have had a second week of voluntary assistance. In this school, 200 of the 440 pupils eat their noon meal in the lunchroom. The upper grades, who go to their lunch at 11:40, take places at tables which are already set. After eating, they clear the tables, tidy up the room, and reset the tables for the smaller children who come to the lunchroom after 12 o'clock. The second group finishes eating at 12:20 and the lunchroom is cleared.

From a roll of numbered tickets, children buy single tickets good for a week or for one day, and at the lunchroom these tickets are punched or taken up. Six upper grade children give assistance by working a week at a time. On a rotating basis, these pupils are excused 15 minutes early and work one hour in the lunchroom, receiving in return their meal, and much good training.

The pupils are able to learn many things from these activities. They are instructed and supervised in selling, making change, making out bank deposit slips, tabulating the number of places to be set each day, serving food on to plates, helping small children to their places, overseeing the return of soiled dishes, helping with the dishwashing.

### KEEPING TEACHERS INFORMED

For the past two years the school department at Dracut, Mass., has issued regularly a bi-monthly teachers' bulletin, called the Dracut Teacher. This bulletin, written through the co-operative efforts of all the teachers, includes articles for the elementary page, the high school page, and the commercial and art departments of the high school. One teacher in the high school regularly acts as editor-in-chief. The bulletin includes such items as dates to remember, news items about coming events, and communications from the superintendent.

### EDUCATION MOVES AHEAD IN FITCHBURG

During the school year 1944-45, the schools of Fitchburg, Mass., under the direction of Supt. George C. Francis, made progress with the appointment of two guidance directors—one for the junior high school and another for the senior high school. These men direct the testing program, the home-room guidance, and carry on the counseling work. The high school director is in charge of placement as a part of the guidance work.

Another phase of the work has been a complete revision of the courses of study, which is well under way under the direction of special groups. The State Teachers College at the suggestion of Superintendent Francis, is co-operating in the work, and its supervisors and instructors meet with groups and render valuable aid. A modern, well-balanced course of study is planned for all grades.

New salary schedules have been adopted by the school board, giving a \$200 salary increase on the basic salary to all teachers in service, plus temporary increases ranging from \$114 to \$316. The new schedule provides a minimum of \$1,250 and a maximum of \$1,850 for elementary teachers. High school women will be paid a minimum of \$1,400 and a maximum of \$2,050. Men

teachers will receive a minimum of \$1,850 and a maximum of \$2,650.

All children in the schools, in grades four through eight, were given the Kuhlmann-Anderson intelligence test and the Stanford achievement test. The tests were carried out under the direction of Superintendent Francis.

Intercultural programs, sponsored by the public library and the Rotary Club, have been held regularly in the schools. The schools are promoting a program for establishing a better international understanding.

### AMERICAN EDUCATION WEEK, 1945

The National Education Association has issued a four-page circular announcing the program for American Education Week, to be held November 11 to 17, 1945.

The official program which is general and suggestive is designed to serve all communities and all school levels. Teachers and school officials are urged to utilize the date to take before the pupils and the public of each community the great educational issues of the day. The program is as follows:

- November 11—Emphasizing spiritual values
- November 12—Finishing the war
- November 13—Securing the peace
- November 14—Improving economic well-being
- November 15—Strengthening home life
- November 16—Developing good citizens
- November 17—Building sound health

### ILLINOIS TRI-COUNTY MEETING

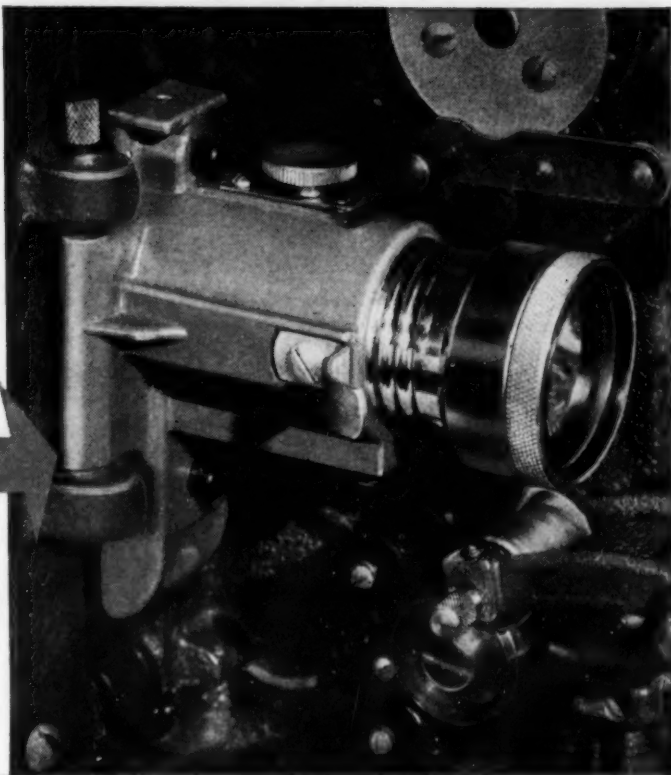
The Tri-County Division of the Illinois Association of School Boards held its spring conference in Chicago, on May 17. Group meetings discussed problems of school-building planning, school guidance, tax objections, and school-board procedures. Mr. Burton B. McRoy presided at the dinner meeting and Mr. Paul H. Good, of the U. S. Chamber of Commerce, discussed "Education, An Investment in People."



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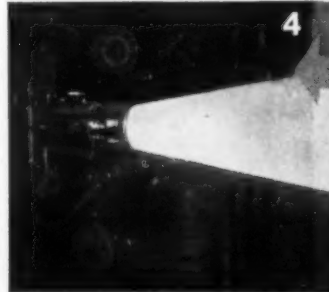
## CLEAN THE GATE

With the gate in your hand, it is easy to clean the film-pressure shoes quickly. Dust on the gate can mar the projected picture.



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Just wipe, and the aperture plate is cleaned. A clean aperture means longer film life. A dirty aperture may cause wear.



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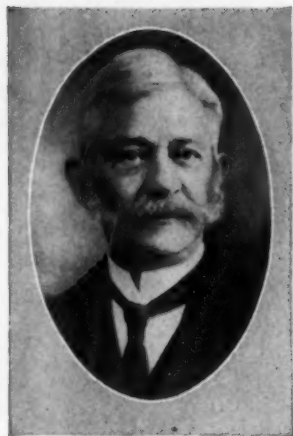
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**School Administration News**

**RULES TO CONSERVE FUEL**

► The school board of Andover, Mass., has adopted new rules, prepared by the buildings and grounds committee, in order to conserve fuel during the school year 1945-46. The rules follow:

1. Fires in the various schools should be put out for the several days' vacation from April 18 to April 30.
2. The boilers should be closed down as early as the weather will permit toward the end of the school year.
3. Fires should not be started with the beginning of the fall term as long as the weather will permit the schools to operate without heat.
4. No school or public activities should be allowed during school vacations.
5. The Christmas vacation should be extended to allow for two weeks from December 21, 1945 to January 7, 1946.
6. During the heating season fires should be banked in all schools as early in the day as is practicable.
7. A minimum of activities should be allowed during the evenings—especially, where extra heat is required.
8. No Saturday or Sunday school or public activities should be allowed in the buildings, where heat is required.
9. During the heating season teachers should be advised to ventilate rooms by use of corridor doors or indirects rather than to open windows.
10. During the winter children and teachers should be advised to dress warmly for school since the buildings will probably not be as warm as they have been in the past.

**RULES AND REGULATIONS**

► The San Francisco board of education has in its administrative code the following rule:

"Rule 4: As chief executive officer of the board of education the superintendent of schools shall be the sole medium through which employees solely responsible to the superintendent may communicate with the board on school business and vice versa; he shall direct the central administration and through it exercise general control and oversight over the school system in all its parts. This shall not prohibit the right of appeal to the board of education by any employee or other person or group of persons."

The board has recently explained that the

rule establishes for all an important right—the right to refuse to participate in any conversation, activity, decision, or planning that in their judgment does not recognize the official professional channels for the conduct of school business. It was not intended to hamper the free exchange of information between teachers and other employees of the school system and members of the board. The rule does not affect the rights of free speech or of petition or of appeal or criticism, but discourages the abuse of these rights.

**NEW RULES GOVERNING ABSENCES  
OF TEACHERS**

The board of education of Hillside, N. J., has adopted rules and regulations governing absences of teachers. The rules apply also to supervisors, principals, nurse, librarian, and other school employees.

Under the rules, a teacher who is absent because of personal illness for four or more successive days must file a physician's certificate with the supervising principal, stating the nature of the illness and giving the name of the attending physician. When such absence does not exceed three successive days, the principal may require a signed statement certifying to personal illness.

The supervising principal or building principal will require that a teacher furnish a physician's certificate of illness before allowing pay for days absent.

In case of a death in the immediate family of the teacher at least five consecutive days of absence with pay are allowed. The supervising principal may grant extra days when he deems it necessary, provided such absence is approved in advance.

In case of the death of a near relative, no deduction from the salary of a teacher is made for absence on the day of the funeral, but such absence must be approved by the supervising principal.

A teacher who may be required to attend a

court of law by reason of having been served with a summons is excused from school without loss of pay on account of such absence.

In case of absence from school because of illness, a teacher is allowed full pay for ten days' absence during a school year. If a teacher is absent less than ten days during a school year, with pay allowed, a maximum of five days of such leave not used is allowed to accumulate up to fifty days. The maximum number of days allowed is sixty.

A teacher who is absent because of a religious holiday loses only the substitute's pay.

All teachers are allowed one day, without loss of pay, to attend the wedding of a member of the immediate family.

A teacher who is absent from school because of a quarantine will have such absence deducted from the accumulated sick leave, without loss of pay, provided a certificate is obtained from the health officer and filed with the supervising principal.

**FINANCE**

► Grosse Pointe, Mich. The board of education has recently completed the purchase and payment of all indebtedness during the past four years on 64 additional classrooms, shops, and laboratories and their equipment built since 1941. The new plant includes a 38-room junior high school, a ten-room industrial-arts building, a 12-room addition to an elementary school, and the remodeling of the board offices and the maintenance shops of the school system.

Plans are being made at the present time for a postwar school plant expansion to include (1) the completion of a ten-year program of site purchases, (2) the development of a building fund reserve, and (3) the preparation of architectural drawings for two elementary school buildings and one junior high school.

► The school board at Houston, Tex., has adopted a budget of \$8,612,250 for the year 1945-46, which is the largest in its history. Last year's budget was \$7,244,900.



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1118 Jackson St., Dallas 2.

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Western Sound Equipment Co.  
144 E. First St., Salt Lake City

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P. O. Box 1127, Clarksburg.

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#### Publications for

### School Business Executives

#### Lighting Postwar Motion Picture Theaters

By C. M. Light. Magazine of Light, March, 1945. Nela Park, Cleveland, Ohio.

Principles and techniques recommended apply to school auditoriums.

#### Heating, Ventilating, and Air Conditioning Guide, 1945

Cloth, 1216 pages. Price, \$5. Published by the American Society of Heating and Ventilating Engineers, 51 Madison Ave., New York 10, N. Y.

This book contains 48 chapters of technical data and information grouped under the general headings of principles, heating and cooling load calculations, combustion and consumption of fuels, steam and hot water heating, air heating and cooling, automatic controls, instruments and motors. The present edition represents many changes and additions to the text. The chapter on panel heating

and radiant heating has been completely rewritten. The chapter on motors has been rewritten to include performance curves and recommended control combinations for motors. The chapter on heating boilers has been revised to include accepted rating practice and new definitions of various terms relating to heating load. New data on high pressure steam systems has been added to the chapter which now includes steam heating systems and piping rearranged to facilitate reference to various systems. Heat transmission data in the chapter on pipe insulation has been revised to agree with accepted values for present typical insulating materials. New materials have been added to the chapters on terminology as well as abbreviations, symbols, and standards.

The 1945 edition was compiled by 47 society members and other engineers, working under a committee, headed by Mr. J. F. S. Collins, of Pittsburgh, Pa.

#### National Budgets for Full Employment

Paper, 96 pages. Price, 50 cents. National Planning Association, Washington 6, D. C.

This factual discussion of the problem of employment in the postwar era makes clear the effects of national

budgets on the national income. School authorities interested in school taxation and postwar building construction will find here data helpful to a complete understanding of the problem and the probable effects on state and local school finance.

#### The County Manager Plan

Paper, 22 pages. Price, 15 cents. National Municipal League, 299 Broadway, New York 7, N. Y.

This pamphlet presents a valid argument for the return of the county to its original effectiveness as a fundamental unit in local government. The chief reform recommended—on the basis of extraordinary good results achieved in various states—is the appointment of a county manager. This official is to be an engineer of the executive type and is to hold a position similar to that of the superintendent of schools in the school district. The plan recommended here would embrace the county-wide school district and unify business management of county schools.

#### School Lunches—Quantity Recipes

Paper, 15 pages. Evaporated Milk Association, 307 North Michigan Ave., Chicago 1, Ill.

A simple lunch plan, to guide those in charge of school lunches in planning wholesome and attractive meals. The recipes are standardized to meet the needs of school groups of 12, 30, and 50 pupils.

#### Public Policy Digest, February, 1945

Paper, 24 pages. Bulletin No. 52, February, 1945. Published by the National Planning Association, 800—21st St., N.W., Washington 6, D. C.

This bulletin discusses full employment, returning small business, construction, labor relations, national trade relations, and international organizations.

#### Construction, January, 1945

Prepared under the direction of H. E. Riley, chief of the U. S. Division of Construction and Public Employment. Paper, 72 pages. Published by the Bureau of Labor Statistics, of the U. S. Department of Labor, Washington, D. C.

The report traces the effects of five years of war on prices of building materials, and shows the trend of prices of building materials as a group. It indicates that the price rise for various types of building materials has been very uneven (28 to 70 per cent), with smaller increases for brick and tile, asphalt roofing, and virtual stability for structural steel, plaster, and plasterboard. The cost of small frame residences in the low and moderate-price class, and farm buildings made of lumber, will face high material costs upon the resumption of private construction.

#### So You're Planning to Build a School

The Connecticut State "Board of Education," Vol. IV, No. 8, Hartford, Conn.

Includes three valuable papers discussing (a) the general problems of planning a new school building, (b) selecting an architect, and (c) selecting a site.

#### Statistics of Nonpublic Elementary and Secondary Schools, 1940-41

Compiled by Lester B. Herlihy. Paper, 28 pages. Price, 10 cents. U. S. Office of Education, Washington, D. C.

This summary presents the second comprehensive review of elementary and secondary private and parochial schools. The report lists total enrollment, number of schools, pupils per school, school property and equipment, and distribution of students by grade.

#### School Consolidation and State Aid in Illinois

By Leon H. Weaver. Paper, 114 pages. Price, \$1.50. The University of Illinois Press, Urbana, Ill.

This study, undertaken originally as a doctoral dissertation, and presented here in simplified, revised form, discusses the effects of various state aid plans. It emphasizes especially the value of a building-aid program. The findings are strong arguments for equalizing urban and rural assessments and for enlarging school districts to equalize educational opportunity.

#### St. Louis Public Schools at War, 1942-43

Paper, 56 pages. Published by the board of education, St. Louis, Mo.

A special report on the activities of the St. Louis schools in furthering the war effort during the school year 1942-43. The record covers such activities as war savings stamps and bonds, rationing, salvage, war art, distributive education, first aid, protection of school property, and community use of buildings.

#### Accredited Secondary Schools in the United States, 1944

Prepared by Margaret J. S. Carr. Paper, 198 pages. Bulletin No. 4, 1944. Price, 30 cents. Published by the U. S. Office of Education, Washington, D. C.

The present bulletin, the tenth in a series, has been prepared in order to meet the needs of admissions officers of colleges and others charged with the selection of high school students and graduates for various purposes. The schools are listed alphabetically, according to post-office address. Names of private schools are printed in italics.





#### WITHOUT BALCOTE

Before the application of Balcote to a lens system in a camera or binocular, light striking the lens often obscured the scene. This picture was taken through a standard B&L uncoated lens. The best possible print was made from the negative thus secured.



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A Balcote surfaced lens under identical conditions reveals the scene sharply, clearly, and with greater brilliance. This picture, taken through the same type B&L lens with Balcote finish, was given identical exposure and development. Note the detail and clarity in the print from this negative.

*Valentino Sarra made the above two photographs with two cameras with simultaneous and equal exposure.*

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A further improvement of this same coating, today known as *Balcote* and recognized as among the best and most permanent

available, is used on B&L Photographic Lenses, other military optical instruments, and wherever light transmission is a problem. In wartime binoculars, the use of *Balcote* has meant an increase of as much as 54% in brilliance. In peacetime products, it will help to set new standards for performance in every optical application for which it is used. Bausch & Lomb Optical Co., Rochester 2, New York.

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## School Building News

### NEW POSTWAR SCHOOL-BUILDING PROGRAM

The taxpayers of the East Baton Rouge parish of Louisiana have approved a \$3,000,000 school-bond issue for postwar school-building construction and a four-mill tax levy for maintenance and operation of the schools.

Surveys of all phases of the parish school program have been made by representatives of the State Education Department and plans are under way for the revision of the educational program to meet the postwar needs of the pupils.

A permanent in-service training program has been established for all professional personnel, including supervisors, principals, and teachers. All teachers are paid for ten months' of work but the tenth month is devoted to special work

conferences and summer schools to improve their teaching methods.

All teachers are selected by the parish superintendent, Mr. C. L. Barrow, who has been given a free hand by the school board. All recommendations are made to the board on the basis of professional competency.

### ESTABLISH PUBLIC WORKS CONSTRUCTION ADVISORY COMMITTEE

The establishment of a Public Works Construction Advisory Committee, composed of representatives of 11 national organizations engaged in the planning, design, construction, and operation of public works, has been announced by Major General Philip B. Fleming, federal works administrator.

The new committee, which held its first meeting on April 26, will provide contacts between representative and responsible business and other

nongovernmental organizations and the government.

Committee members and the organizations represented are:

Frederic Bass, American Public Works Association

E. Lawrence Chandler, American Society of Civil Engineers

F. Stuart Fitzpatrick, United States Chamber of Commerce

J. W. Follin, Producers' Council, Inc.

H. E. Foreman, Associated General Contractors of America, Inc.

Hal H. Hale, American Association of Highway Officials

S. Logan Kerr, American Society of Mechanical Engineers

Earl Mallery, American Municipal Association

Major Edmund R. Purves, American Institute of Architects

### PHOENIX GRANTED FEDERAL FUNDS FOR SCHOOL CONSTRUCTION

Three school districts in Phoenix, Ariz., have recently been granted federal funds totaling \$96,300 to help finance new school construction. The several districts will pay \$89,300 toward the total cost of \$185,600. The new construction had become necessary because of an increased enrollment due to war expansion and agricultural activities in the area.

### BUILDING NEWS

► Milwaukee, Wis. The board of education has taken steps to obtain a site for a new school-board administration building. A committee of three has been appointed to begin plans for the structure.

► Red Wing, Minn. The school bond issue for \$700,000 was defeated on April 23 by a vote of 1880 to 1339.

► The school board of Dist. One, Pueblo, Colo., has employed Walter DeMordaunt as architect, to prepare plans and specifications for a proposed new junior high school, to be erected during the postwar period. A second junior high school is being planned, as well as improvements to existing structures.

► Kenosha, Wis. The board of education has employed the architectural firm of Childs & Smith, Chicago, to prepare plans and survey the educational plant needs of the McKinley School area. The survey will be made at a cost of \$1,000.

► Carroll, Iowa. The school board has voted to employ insurance engineers to go over the entire local insurance setup and to advise the board on the best plan of handling its insurance program. The board plans a redistribution of its insurance among the various insurance agencies.

► California, Mo. The board of education has begun plans for the construction of Finley Field, to include a modern playground, track, and athletic field.

► Alexandria, Minn. The voters have approved a school-bond issue of \$225,000 for the construction of a grade school building and the remodeling of the Central Junior High School. The bonds were sold at 1.10 per cent and a premium of \$611.

### SEVENTH ANNUAL SHORT COURSE

Teachers College, Columbia University, will hold its seventh annual short course for building service employees, supervisors, custodians, janitors, engineers, and others during the period from June 25 to 29, 1945.

The program, as planned, will include an intensive five-day course, consisting of lectures, demonstrations, and round-table discussions relating to problems of building operation and maintenance. Each applicant must pay a tuition fee of \$10. Registration will be held on June 25, from 9 to 10 a.m., at the Lincoln building of Teachers College.

Prof. H. H. Linn, superintendent of buildings and grounds, is in charge of the course.





## \* A FOOTNOTE ON FLOORS

Footnotes in books often contain important information. And school board members know that floors are important things to consider — since they are subjected to continual wear.

The ideal *all-soluble* cleaner for dewaxing floors, particularly those of gymnasiums, and for removing heel marks is Wyandotte F-100.\* It's a thorough cleaner—does even the worst floor

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cleaning jobs easily and safely. And you'll find it just as effective in washing painted or enameled surfaces.

The Wyandotte Representative will be glad to show you how Wyandotte F-100 will help solve *your* cleaning problems. Feel free to consult him at any time in connection with *any* cleaning or washing operations.

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- ☐ INSTRUCTORS
- ☐ PLANNING
- ☐ STUDENT TABLE
- ☐ STORAGE CASE
- ☐ ENTIRE CATALOG

Name..... Position.....

School..... Address.....

City..... State.....



## Teachers' Salaries

► Davenport, Iowa. The school board has approved salary increases for 1945-46, amounting to a total of \$47,250 for the year. The new schedule provides for automatic increases for teachers who have not reached the maximum salary level. Teachers holding a B.A. degree will be raised to \$1,900 per year, and those holding a master's degree will be given increases of \$100.

► Fond du Lac, Wis. Cost-of-living bonuses for all teachers have been increased to \$250, effective for the next school year. The increases will amount to \$8,000 per year.

► Council Bluffs, Iowa. The school board has incorporated the \$350 cost-of-living bonus in the salaries of teachers for the school year 1945-46. By making the \$350 a part of the annual salary, the salaries will be raised to a new high level to attract prospective teachers.

► Charles City, Iowa. The board of education has given increases of \$150 per year to teachers for the school year 1945-46. Regular increases for new teachers were also approved.

► Warwick, R. I. The school board has adopted a salary schedule for coaches of athletics in the three city high schools. Under the plan, the head football coach will receive \$275 in addition to his regular salary as teacher; the assistant football coach will receive \$125; the basketball coach, \$200; the coach of junior varsity basketball, \$100; baseball coach, \$150; and track coach, \$150. All athletic directors will receive \$100 additional remuneration.

The plan provides that regular physical education teachers, used as coaches, must perform \$150 worth of coaching as part of their regular schedule before receiving extra money. Formerly, teachers in the schools received \$50 above their salaries if they coached more than two sports yearly.

► Fitchburg, Mass. The school board has adopted a new salary schedule, which permits teachers to reach the maximum pay in seven years, and becomes effective September 1. The total increases will add \$9,000 to the salary item.

► Creston, Iowa. Salary increases, ranging from \$100 to \$190 per year, and averaging 8 per cent, have been given reappointed teachers for the year 1945-46.

► Muscatine, Iowa. Salary increases of \$50 and more have been given all regular teachers in a move to equalize the salaries of school staff. Blanket raises of \$50 were given all teachers, and additional increases of \$100 were given to those eligible to receive them.

► Watertown, Wis. The school board has voted to give a cost-of-living bonus to all teachers who complete the school year in June. A bonus of \$50 will be paid in December, and a similar bonus will be payable at the end of the school year.

► Somerset, Mass. The school board has approved a \$200 war bonus as a permanent part of the salary of each member of the school staff. In addition, a 5 per cent increase in salary has been given to each member of the staff, retroactive to January 1, 1945. The schedule now provides a minimum of \$1,470 and a maximum of \$1,890 for all teachers.

► Lansing, Mich. The school board has approved \$100 a year cost-of-living raises for 525 members of the school staff. A minimum of \$1,800 has been set for women teachers.

► Indianapolis, Ind. The school board has adopted a new salary schedule for 1945-46. Under the plan, all teachers will advance from the present scale to the new schedule next September. Practically all teachers will receive increases of \$100 and will advance one step in the schedule on January 1, with additional increases of \$100, \$75, or \$50, depending on the training and length of service of the teachers.

The schedule provides automatic increases each September of \$100 on salaries below \$2,600, \$75 on salaries from \$2,600 to \$3,200, and \$50 on salaries from \$3,200 to \$3,400.

A minimum of \$1,700 to a maximum of \$2,600 is provided for teachers without a degree, \$3,050 for teachers with a bachelor's degree, and \$3,400 for those with a master's degree. A maximum of \$6,250 has been set for high school principals.

► Excelsior Springs, Mo. The school board has approved salary increases of 10 per cent for all members of the school staff.

► Newport, Ky. The school board has made provision in its 1945-46 budget for increases in teachers' salaries. Increases will be given to teachers now receiving the maximum salary of \$1,870, and increases of \$180 per year will be given to those now receiving less than the maximum pay. Teachers now below the maximum will be given increases of \$5 per month after this year, until they attain the maximum in the scale.

► North Andover, Mass. The school board has adopted new maximum salaries for women teachers in the schools. In grades one to eight, the maximum will be \$1,950 for 1945 and \$2,000 for 1946. Such teachers are eligible to receive additional three-year bonuses after taking six semester hours of work in education approved by the superintendent. The amounts of the bonuses vary from \$50 for a beginning teacher to \$150 for teachers with twenty or more years' experience.

High school teachers with a bachelor's degree will be paid a maximum of \$2,150 for 1945 and \$2,200 for 1946. Those with a master's degree will receive \$2,250 for 1945 and \$2,300 for 1946. Married men teachers receive \$500 more per year than women teachers.

► Wall Lake, Iowa. The school board has given increases ranging from \$5 to \$10 per month to all teachers for the 1945-46 school year.

► Flandreau, S. Dak. All reappointed teachers have been given increases ranging from 4 to 5 per cent for the next school year.



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**HICKS**

THE CHOICE OF AMERICA'S SCHOOLS



● **RUGGED DURABILITY**, economy of operation plus unexcelled safety and comfort features have made Hicks all steel Arch-Bilt school bus bodies *the favorite of America's schools.*

**PLACE YOUR ORDER NOW**

If you need school bus equipment, order your chassis and body now! Reasonable delivery of the new "Series 1000" Hicks bodies can be made and our distributor in your locality will gladly help.

**HICKS "SERIES 1000" THE GREATEST VALUE IN SCHOOL BUS BODIES**

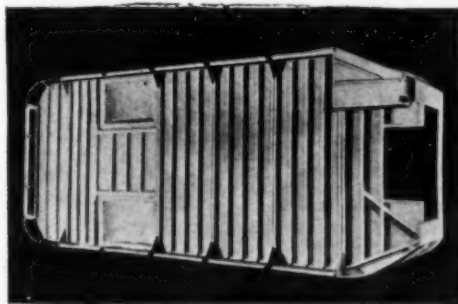
The new Hicks "Series 1000" feature the patented Hicks Arch-Bilt all steel construction that guarantees years of trouble-free service and maximum

safety. Additional features include circulated air ventilating system, comfortable and efficient seating, unobstructed driver vision, safety glass in windows and doors, safe entrance steps, complete safety lights and signals. Pre-priming of individual parts eliminates corrosion and rusting of unpainted joints and other covered areas.

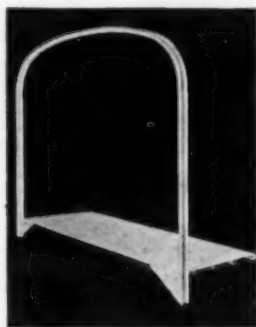
The "Series 1000" Hicks bodies are built in a complete range of lengths from 15' 4" to 26' 8" with seating capacities from 30 to 60. Standard specifications will meet regulations of any state.

Write today for prices and complete information.

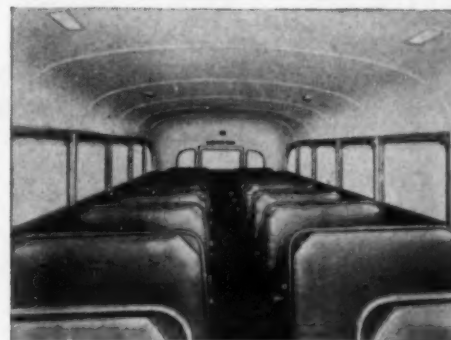
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**SECTIONAL FLOOR**

The Hicks all steel sectional floor, interlocked with the one-piece bow and post, is practically indestructible. All floor sections are permanently sealed against entry of fumes, dust and water.

**ALL STEEL ARCH BOW CONSTRUCTION**

The Hicks patented one-piece Arch Bow and Post assembly will resist tremendous stress from any angle and absorb excessive shock without distortion.

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Seating in Hicks bodies is arranged to handle the maximum number of passengers without overcrowding. Seats are well upholstered and durable.

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## LABORATORY and VOCATIONAL EQUIPMENT



HIGH SCHOOL  
CHEMISTRY TABLE

FOUR STUDENT  
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What counts most in the selection of laboratory and vocational equipment is the experience and integrity of your source of supply. There is no substitute for these qualities, and only by insisting upon them can you obtain the benefits of research and standardization; plus the expert, thoroughgoing planning service that integrates every detail of your installation, and makes for true utility and economy.



Superior merit is nationally accorded SHELDON laboratory and vocational installations. Our half-century of experience and unequalled facilities are at your service. Write.

**E. H. SHELDON & COMPANY**  
MUSKEGON, MICHIGAN

## Personal News

► W. E. MORELAND has been elected superintendent of schools at Houston, Tex., to succeed E. E. Oberholtzer.  
► JOSEPH E. JEFFREY has been elected superintendent of schools at Bridgeport, Conn. He succeeds Miss Mary A. Sullivan who is retiring on August 1.  
► PAUL T. CASTLE has been elected superintendent of schools at Reinbeck, Iowa, to succeed W. S. Miller.  
► R. C. ANDERSON, of O'Neill, Neb., has accepted the superintendency at Madison.  
► SUPT. R. W. DENNIS, of Lakefield, Minn., has been re-elected for another year.  
► L. L. LONG, of Oxford Junction, Iowa, has accepted the superintendency of the Greeley Consolidated School at Greeley, Iowa.  
► SUPT. RALPH G. BROOKS, of Wymore, Neb., has resigned.

► LLOYD PAUL has been elected superintendent of schools at Magnolia, Minn., to succeed F. C. Cam.  
► A. W. NORGAARD, of Rockwell City, Iowa, has accepted the superintendency at Rolfe.  
► E. C. KELLOGG has been elected superintendent of schools at Beaver Dam, Wis., to succeed A. H. Luedke.  
► PAUL HARDING has been elected superintendent of schools at Butler, Ind.  
► WALTER HORST has been elected superintendent of schools at Three Rivers, Mich.  
► LOUIS LEAK, of Fort Atkinson, Wis., has been elected superintendent of schools at Waterloo.  
► G. E. RAST has been elected superintendent of schools at Westport, Conn.  
► SUPT. R. W. CLUCK, of Cisco, Tex., has been re-elected for a three-year term.  
► DONALD HENDERSON, of Ware, Iowa, has accepted the superintendency at Havelock. He succeeds Lloyd Godfrey.  
► RAY H. HAMILTON, of Swartz Creek, Mich., has been elected superintendent of schools at Portland.

► SUPT. WARREN A. HANSON, of New London, Conn., has been given an extended leave of absence because of illness.

► SUPT. DAVID J. MALCOLM, of Clarksburg, Mass., has been re-elected for a sixth term.

► SUPT. BENJAMIN KLAGE, of Bay City, Mich., has been re-elected for a three-year term.

► EDWARD I. ERICKSON, of Andover, Mass., has been elected superintendent of schools at Longmeadow.

► W. K. PREWITT, of Lees Summit, Mo., has been elected superintendent at Greenwood.

► T. L. NOEL has been elected superintendent of schools at Boonville, Mo.

► LUTHER L. PATTERSON, of Arlington, Neb., has been elected principal of the Kramer high school at Columbus. He succeeds J. R. Bitner, who will become superintendent July 1.

► SUPT. C. H. GREENE, of Southbridge, Mass., has been re-elected for another year.

► DWIGHT H. RICH, principal of the Eastern high school at Lansing, Mich., has been elected superintendent of schools, to succeed J. W. Sexton.

► HELMER A. NELSON, of Eaton Rapids, Mich., has been elected superintendent of schools at Plymouth.

► MISS HATTIE C. WARNER has been re-elected superintendent of schools at Nicholasville, Ky., for a four-year term.

► COL. BEN WATT, who has been in the armed services for the past four years, was formerly superintendent of schools at Noblesville, Ind. Col. Watt was located in England for three years, and later went to France.

► HAROLD G. SCHMICKLEY, of Jordan, Iowa, has been elected superintendent of schools at Lohrville.

► W. C. HILBURN, of Laurens, Iowa, has accepted the superintendency at Iowa Falls.

► SAMUEL J. WASSON, of Waukegan, Iowa, has been elected superintendent of schools at Lenox.

► BRUCE COWGILL, of Silver Creek, Neb., has been elected superintendent of schools at Duncan.

► E. E. PARMINTER, of Sterling, Neb., has accepted the superintendency at Shelton.

► ROBERT W. SKINNER has been elected superintendent of schools at Sheridan, Neb., to succeed John J. Early.

► B. H. MEAD, of Spencer, Neb., has been elected superintendent of schools at Valentine.

► J. E. HEWETT, of Gibson, Iowa, has been elected superintendent of schools at Hopkinton.

► FLOYD A. DAVIS, of Hamburg, Iowa, has accepted the superintendency at Knoxville.

► F. M. HAMILTON, of Early, Iowa, has been elected superintendent of schools at Green Mountain.

► CHARLES RUPERT, of Lenox, Iowa, has accepted the superintendency at Monroe.

► GEORGE H. BOYDEN has been elected assistant superintendent of schools on tenure by the school board of Worcester, Mass.

► SUPT. L. V. BRIGGS, of Hampton, Iowa, has been re-elected for a three-year term.

► W. DEAN MCKEE, of Shenandoah, Iowa, has taken a position in the Tarkio College at Tarkio, Mo.

► A. W. CRAVENS, of Galena, Ill., has accepted a position as superintendent of the high school at Byron.

► WILLIAM W. ANKENBRAND, of Yonkers, N. Y., has accepted the superintendency at Ridgewood, N. J. He had been superintendent in Yonkers since 1937.

► SUPT. J. S. MAXWELL, of Warrensburg, Mo., has been re-elected for another year.

► SUPT. EMMETT S. FINLEY, of California, Mo., has been re-elected for his fifth consecutive year.

► GEORGE A. GREGORY, state inspector of normal training in Nebraska, from 1910 to 1916, died in Crete. He was a former superintendent in Crete.

► L. H. SIEKMAN, of Atkinson, Neb., has accepted the superintendency at Valentine.

► DR. NICHOLAS MURRAY BUTLER, president of Columbia University for 44 years, resigned on April 23, to take effect October 1. Dr. Butler, who is 83, has been elected president-emeritus.

► STUART BALLER has taken the superintendency at Wayne, Neb.

► DR. PAUL M. MUNROE, of Columbus, Ga., has accepted the superintendency at Lynchburg, Va. He succeeds Omer Carmichael.

► DR. RALPH FIELDS has been elected superintendent of schools at San Jose, Calif., to succeed the late W. L. Bachrodt.

► ROBERT B. FRENCH has been elected superintendent of schools at Springfield, Ill.

► SUPT. HAROLD H. HELMS, of Marshfield, Wis., has been re-elected for a two-year term.

► ANTHONY VENCEVICH has resigned from the board of education at Waukegan, Ill.

► SUPT. LAURENCE A. FOGG, of Westminster, Mass., has been re-elected for the next year with an increase of \$300 in salary.

► W. L. ROWLAND, principal of the Dorrance Rural High School at Dorrance, Kans., has been re-elected for his eighth consecutive year, with a substantial increase in salary.

► G. F. LIEBENDORFER, of Lincoln, Neb., has been elected president of the Nebraska Schoolmasters' Club for the year 1945-46.



# HERE'S THE WHY OF "WEAR"

...when it comes to Floor Treatments



BOTH OF THESE POPULAR TREATMENTS  
ADHERE TENACIOUSLY TO THE FLOOR...

THAT'S WHY THEY LAST MUCH LONGER  
ON CLASSROOM FLOORS AND CORRIDORS

WHY do ordinary floor waxes . . . especially those loaded with resins and substitute waxes . . . wear out so quickly? There are two reasons. First, such resinous waxes soon disintegrate and actually wear out. Second, they invariably lack the requisite adhesive qualities that make them adhere to the floor instead of to the feet . . . and consequently wear off as well.

Both Car-Na-Lac and Continental "18" are made from the best carnauba wax . . . which is practically indestructible. They can't wear out! Furthermore, both are uniquely processed to adhere tenaciously to the floor . . . making them economical to use. They take a long time to wear off! Want proof? Send for liberal experimental sample.

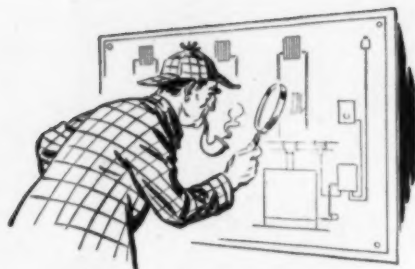
**CONTINENTAL CAR-NA-VAR CORP.**  
1619 E. National Ave. Brazil, Ind.  
Specialists in Heavy Duty Floor Treatments

**CAR-NA-LAC**  
TRADE MARK REG. U.S. PAT. OFF.  
LACQUER-LIKE FLOOR FINISH

Acts like a lacquer made of wax. Applied with the usual wax applicator. Levels out as it dries, resulting in a uniform, streakless, lacquer-like gloss. "Self-polishing" . . . dries in 15 to 20 minutes. Car-Na-Lac has at least twice the wearing qualities of ordinary water waxes and is waterproof, non-slippery. Adapted for all floors except unsealed "raw" wood. Meets Proposed Federal Specification for Item 9, Type I.

**CONTINENTAL "18"**  
TRADE MARK REG. U.S. PAT. OFF.  
THE SUPER FLOOR FINISH

Exactly the same as Car-Na-Lac except that it contains about 38% more solids. Heavier solid content gives a higher gloss and reduces the number of applications necessary. Covering capacity averages the same as Car-Na-Lac, but one coat does the work of two. Recommended by a leading national liability insurance company for safety. Meets U. S. Treasury Specifications for "Finish Material" (and Proposed Federal Specifications for Item 9, Type II).



## The "Clue" to Comfortable Heating

The "clue" to comfortable heating at all times—adequate, uniform temperatures on coldest days; moderate heating on mild days—is automatic control.

With the automatically controlled Webster Moderator System of Steam Heating, there's no overheating or underheating... no waste of rationed fuel. Only the correct amount of steam is delivered to each radiator to agree with exposure and outside weather conditions.

"Control-by-the-Weather" is provided by an Outdoor Thermostat which automatically adjusts steam delivery to every change in outdoor temperature. Continuous heat flow from every radiator assures comfortable heating at all times.

### More Heat with Less Fuel

Seven out of ten large buildings in America (many less than ten years old) can get up to 33 per cent more heat out of the fuel consumed!... Heating Engineers surveyed thousands of buildings to give owners an accurate estimate of the extra-heat-per-unit-of-fuel to be achieved with proper controls. Write today for "Performance Facts". Address Dept. AS-6



Control Cabinet of the Webster EH-10 Moderator System. It can be used to automatically operate a motorized valve in steam mains, or directly control burner or stoker. Used chiefly for the small and medium size building. The Type E-4 Moderator System is recommended for the larger building. WARREN WEBSTER & CO., Camden, N. J. Pioneers of the Vacuum System of Steam Heating Representatives in principal cities; Est. 1888 In Canada, Darling Brothers, Limited, Montreal

Fuel-Saving Starts With CONTROL

**AUTOMATIC**  
**Webster**  
**Steam Heating**

## VALUES OF A YEAR OF MILITARY TRAINING

(Concluded from page 38)

make up for earlier neglect when they reach that age. It is in the homes and schools too, that "Americanism" and "democracy" must be taught and learned. It is a sorry commentary on our faith in democracy to suggest that the American counties, cities, states, and people are not capable of repairing their own past failures in these duties and must look to a Regular Army to do it.

### Eternal Vigilance is Necessary

There seems in the present Regular Army little danger of the development of a professional caste or a militaristic spirit in this country. But we are slipping so fast into centralization and regimentation that eternal vigilance is necessary if we are to keep our liberty and our freedom. Such warnings are useful and should keep us on our guard against infection, which is not only national but, also, international.

In studying any aspect of the war effort of the United States one must be struck by the fact of our success in spite of (1) unpreparedness, (2) trial and error, (3) bungling administration, and (4) muddling along. This would seem that method and technique were not supreme. What then is supreme? The only answer is the person to be trained, the American, his inherent character, his educability or his adaptability or his plasticity. One should note that the Germans have given to their men extensive training in this game which they knew only too well, and which they make a business of from generation to generation. They have all the advantages of extensive preparation for a special occasion, and then violating all laws and giving lying pledges they attacked their enemies. The Americans are drawn in and it is they who have turned the tide to victory.

If it was only training, this would not have been the story. Is not the explanation in the American character? The reputedly "soft" people are as hard as nails; the militarily "decadent" people have courage, daring, the capacity to face death unflinchingly; these "sentimental" people, with all their nice consideration of human decency, will be able to mete justice to the barbarian and the savage who has only the veneer of civilization. The qualities of American character are the intangible and the decisive element in the situation, when, however, it becomes trained power. If we may borrow a figure from the game of cards, the deuces are wild. They will improve or help any situation. Americans, however, like all human beings, are subject to the laws of human nature and human learning. In crises, in incidents calling for the last ounce of power they seem able, from deep reserves, to find whatever is necessary.

### EVANSVILLE HOUSES ITS MECHANIC ARTS SCHOOL

(Concluded from page 44)

additional equipment totaling \$80,000 in value made necessary the utilization of an equipment purchasing committee composed of experienced individuals from the field of industry.

The day trade preparatory school serves boys who have not yet been graduated from high school, and who wish to receive trade prepara-

tory training with the expectation of entering one of the basic skilled trades in local industry.

A boy in entering Mechanic Arts School is assigned to one of the following shop areas:

**Aircraft Engine and Airplane Maintenance:** Both courses lead to CAA examination for licensing.

**Machine Shop:** The school has two machine shops, the beginning shop and the advanced shop. Boys who desire to become skilled machinists or tool and diemakers spend two semesters in the beginning shop, and then are transferred to the advanced shop. The advanced shop is exceptionally well equipped and a high level of training is possible in this area.

**Machine Drafting:** The drafting room is equipped with 24 modern drafting tables and complete blueprint making facilities. Boys receive training in various areas of drafting and design and attain a high degree of competence by the time they are graduated.

**Sheet-Metal Shop:** The sheet-metal shop is adequately equipped with power devices. The training is geared to the needs of the local community and includes pattern work as well as assembly work.

**Machine Maintenance:** While emphasis in this shop is primarily upon repair and upkeep of machinery, training is also given in all areas of maintenance. Students receive instruction in wood and metal repair work, some plumbing and pipe work, spray and hand painting, and welding.

**Mill Work:** The mill room is exceptionally well equipped for mill work, cabinetmaking, and patternmaking. Emphasis is also placed upon the upkeep and maintenance of power driven mill room equipment.

**Electrical Maintenance:** The electrical maintenance course includes training in electrical installation as well as maintenance. Students install conduit, repair electrical appliances and fixtures, and rewind and rebuild motors.

While Mechanic Arts School does not grant a high school diploma, nevertheless, when a student has finished his trade training he receives his regular high school diploma from the comprehensive high school from which he came. Admission to Mechanic Arts is only by transfer from one of Evansville's four high schools. Students moving to the city must first transfer their credits to one of the high schools.

### The Adult Education Program

Evansville has had a night school program which has operated continuously since prior to 1917. In all phases of this program competent instructors are chosen by the director of adult and vocational education in conjunction with the group or groups concerned in the training program. In all instances these instructors are experts in their crafts, and every effort is made to select men who are competent and qualified to handle the instruction of the group.

The broad scope of the adult program may be broken down into four general categories: (1) regular evening trade extension classes; (2) foremen conferences; (3) apprenticeship classes; (4) specialized programs.

Another specialized phase of the trade extension program is the apprenticeship training program.

Between the time the building was opened in January, 1939, and December 15, 1944, the trade extension, N.Y.A., National Defense and War Production Training programs, 27,962 persons received training for a total of 2,240,683 training hours.

A total of 643 students have graduated from the two-year course at Mechanic Arts School up to and including the first semester of the year 1944-45.

### Advantages of Factory Type Construction

All electric wire, air, gas, and water lines are overhead. Changes in layout are easily and quickly made because of this feature. Three woodworking machines are the only exceptions. With the pipes overhead, expansion and contraction of training areas were simplified. This was a great advantage during the peak of war production training.



## UNCLE SAM needs Precision Skill!



Automatic's Wartime production of rapid fire ammunition for aircraft "cannon" requires high precision manufacture and more volume than ever. Only a fraction of normal production of Sharpeners has been authorized. Many of these are delivered on priority orders to the Armed Forces. Your patience and consideration during this period have been most appreciated.

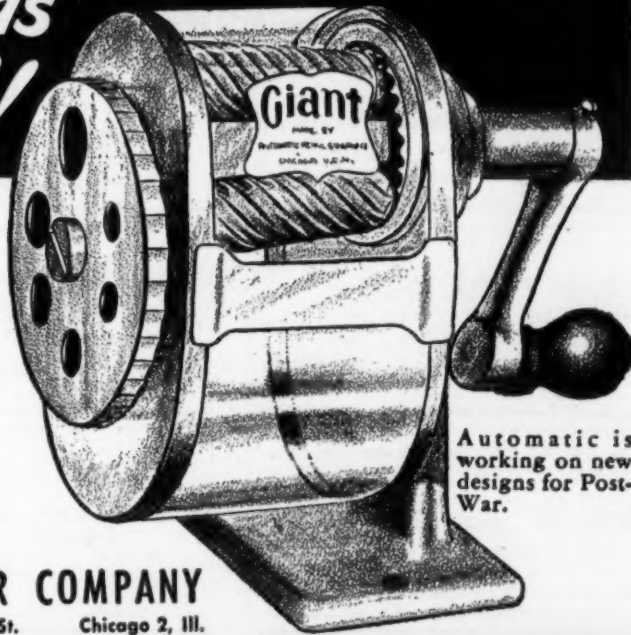
Dexter, Giant and Draftsman Sharpeners are the only models now in manufacture. Cutters and other replacement parts are available for prompt shipment. You may obtain improved service from your present Automatic Sharpeners by installing new cutters. Folder with full instructions on request.

### AUTOMATIC PENCIL SHARPENER COMPANY

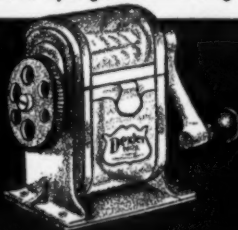
Division of Spangler Loomis Mfg. Co.

58 E. Washington St.

Chicago 2, Ill.

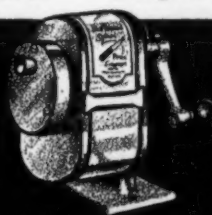


Automatic is working on new designs for Post-War.



#### The DEXTER

Aristocrat of hand feed sharpeners. Excels both in appearance and performance. Double Bearing, Point Adjuster, Steel Pencil Stop, large receptacle.

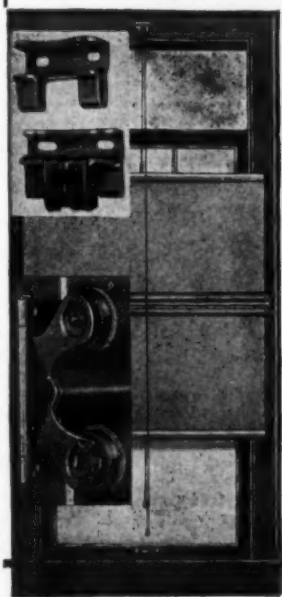


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Special. Equipped with special ground Cutters which remove wood, but leave large exposure of graphite to be pointed as desired with sandpaper, etc.

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DEMOUNTS INSTANTLY  
FOR CLEANING WINDOWS AND SHADES



COMPLETE DEMOUNTABILITY is an *exclusive* feature of The Draper Style V double Roller Shade. Highlights of this fully demountable shade are:

- (a) Pulley supported, but not fastened in bracket—easy to remove or apply.
- (b) Hinge type fixtures on ends of V light shield come apart by lifting pin.

These two steps free the shade-pulley, cord, the pair of shades and the light shield on which the roller brackets are mounted as one part and assembled together by the rigid V light shield.

Results of removing shades for window washing:

1. Cleaner windows—more light
2. Shades conveniently cleaned and inspected
3. Shade cloth and cord undamaged
4. Healthier classroom through better controlled day-lighting
5. Saving shades
6. Saving time

This demountable shade may be replaced readily with the Draper DEMOUNTABLE Pakfold Shade for visual education.

### LUTHER O. DRAPER SHADE COMPANY

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Spiceland, Indiana

## PEABODY Folding Chairs Comfortable—Easy to Handle WILL NOT TIP



No. 72

### PORTABLE AUDITORIUM CHAIRS

For comfortable auditorium seating, we recommend Peabody Portable Auditorium Chairs. They come in single chairs or units of 2, 3 or 4 chairs. Easily stored, famous for comfort. Ask for prices on available styles. State number needed and how many seats to a unit desired.



No. 21

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## WM. B. ITTNER, INC. Superior Architectural and Engineering Service Rendered

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STRAWN A. GAY — Associate  
COMPLETE ARCHITECTURAL AND ENGINEERING  
SERVICE FOR EDUCATIONAL BUILDINGS  
708 LaSalle St. Ottawa, Illinois

## GILBERT A. JOHNSON

Architect for Rockford Board of Education  
1921-1940  
Designed School Buildings costing  
\$3,500,000 in 1939-1940  
Rockford Illinois

## C. GODFREY POGGI ARCHITECT

Elizabeth New Jersey



## These Locks Have Made a Name for Themselves!

For more than two decades Dudley School Locks have been carving a name for themselves wherever lockers protect pupils' property. Executives write us that Dudley locks are the most successful they have ever used . . . that they reduce the repair bill on lockers to practically nil . . . that they are the only lock to resist picking or forcing.

We also furnish built-in locker locks and master-keyed combinations. AA2MRO rating. Write us today.

# DUDLEY

## LOCK CORPORATION

DEPT. 612 570 W. MONROE ST. CHICAGO 6, ILL.

## SCHERMERHORN TEACHERS' AGENCY Est. 1855

CHARLES W. MULFORD, Prop.

366 Fifth Ave., bet. 34th and 35th Sts., New York

Branch Office: 1836 Euclid Ave., Cleveland, Ohio

A Superior Agency for Superior People

We Register Only Reliable Candidates

Services Free to School Officials

Member National Ass'n of Teachers' Agencies

## CONROE'S PREWAR PLANNING

(Concluded from page 27)

Later the Delta Land and Timber Company located a substantial sawmill here and several smaller ones in the immediate environment. A few scattered ghost towns remain as evidence of this earlier day when Conroe, together with its environs, literally was a lumberman's paradise.

Two sizable yellow pine mills within the city still manufacture regular dimensional material. Furthermore, Conroe's proximity to Texas' vast pine forests makes the pulpwood industry lucrative, the paper plants of Pasadena and Lufkin, Tex., serving as convenient markets.

So the citizens of Conroe, with their eco-

nomic stability and fine tradition, are confident that their prewar expansion program, made after years, of careful research, will meet the challenge of the postwar future more than halfway. Conroe students have long enjoyed the benefits derived from visual education through the medium of the talking film, radio, the public-address system, adequate illumination, superbly equipped workshops and laboratories, excellent libraries, well-staffed cafeterias, adequate health service and medical attention, and other advantages that operative postwar schools will demand. And though plans and estimates are an integral part of building, the Conroe Independent School District feels that the real investment has not been made in mortar and stone but in the America of tomorrow.

## THE MARSHFIELD HIGH SCHOOL

(Concluded from page 33)

tional seating is available. It has been used to facilitate the serving of large dinners held in the auditorium proper.

The interior walls are of tile, plastered in the classrooms and other instructional areas. The auditorium finish is brick and tile walls, with an acoustic-tile ceiling. The toilet rooms and showers have enameled tile walls and terrazzo floors.

The building erected in 1939 has an ordinary rated pupil capacity of 200. The cost of construction was \$148,612.13. The equipment cost \$11,188.74. On the basis of cubic content, the building cost 34.7 cents. Local funds were supplemented with federal aid.



## Clear Vision

was shown  
by school  
administrators  
investing in

### HOLMES Sound-on-Film PROJECTORS



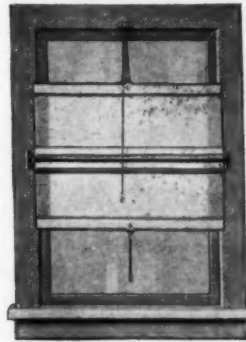
*because* — their judgment has been vindicated by the many years of satisfactory, expense-free operation — a decided asset in these times of new equipment shortages. Many thousands of Holmes machines are in constant use by our fighting forces throughout the World, and our entire output for 1945 has been allocated for this purpose.

**Holmes**  
PROJECTOR COMPANY

Manufacturers of 16mm and 35mm Sound-on-Film  
Projectors for over 25 years to Dealers and Users

1812 ORCHARD ST.

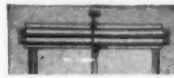
CHICAGO 14



No. 105 Demountable  
Shade

Two rollers mounted in center of window permit independent shading of top and bottom halves—insure maximum top-lighting to avoid eyestrain.

SIGHTSAVER Shades are made of durable translucent shade fabric. Shade rollers always work smoothly, and lightshield prevents direct sunlight from entering between the rollers.



Raised to top of window.

Write for prices and samples of material, also FREE Catalog No. 78 showing our complete shade line, and school equipment and supplies for all your needs. DON'T WAIT! Order now for fall use.

**BECKLEY-CARDY CO.**  
1632 INDIANA AVE., CHICAGO 16, ILL.

Install Modern

### SUPERTEX SIGHTSAVER DOUBLE ROLLER SHADES

*Superior in Service  
Modern in Style  
Easy in Action*

**Positively Controls Light,  
Ventilation, and Glare.**

Whole shade assembly may be quickly removed from brackets by releasing the patented spring catches. Made in any length to 12 ft. and in any width to 69 inches, to fit your windows.



## NOW YOU CAN



Relieve that  
Crowded  
Condition with  
a Minter  
Portable  
School

If you are in a mining, farming or district manufacturing War materials, with overcrowded school conditions, which cannot be solved with existing building space, then write us.

Minter schools have for many years been the logical solution to the problem of combining speed, service and saving in the erection of a school. They are definitely permanent structures but offer the distinct advantage of permitting speedy dismantling and re-erection at another location with a loss of material so low as to be relative insignificant.

**MINTER HOMES CORP.**      **Huntington 13, W. Va.**  
P.O. Box 1060

#### SALES REPRESENTATIVES:

Dobson-Evans Co., 305-7 N. Front St., Columbus 15, Ohio.  
West Va. Seating Co., 13th St. & 2nd Ave., Huntington 9, W. Va.  
McFadden Corporation, Lansing, Mich.



## AFTER VICTORY

**MANY, MANY MORE  
SCHOOLS WILL BE IN-  
STALLING "STANDARD"  
CLOCKS AND PROGRAM  
SYSTEMS.**

Standard in the Nation's Schools for over 60 years.  
Call on us for information and costs.

Please mention *American School Board Journal*

**THE STANDARD  
ELECTRIC TIME CO.**

*Founded 1884*

**SPRINGFIELD 2, MASSACHUSETTS**

# New Supplies and Equipment

## Production, Service, and Sales News for School Buyers

### BELL & HOWELL INAUGURATE MOBILE SERVICE

The appearance of this first of a fleet of service trailers marks the beginning of a new type of extension of the B&H Authorized Service Station plan which was inaugurated before the war. Originally all servicing was done at the B&H factory in Chicago and at factory branches in New York, Hollywood, and Washington, D. C. Then, to give more convenient service to the rapid growing number of users, authorized service stations were established in key cities, usually in the stores of B&H dealers.

Now Bell & Howell goes a long step farther—introduces this first of a fleet of trailers which will take the authorized service stations to the front doors of those schools and other owners who use their projectors so intensively that periodical inspection is advisable. With the trailers, as before, the emphasis will be on preventative service . . . periodic inspection, cleaning, and lubricating, plus replacement of worn parts before they interrupt operation. This type of service is now provided to a majority of users under annual service contracts, and is the type of service for which the trailers are primarily intended.



The first of a fleet of B&H Service Craftsman trailers operated by Pictosound Movie Service, St. Louis, Mo.

The interior of the trailers into which the mobile service stations are built are 18 by 8 foot and are partitioned into two rooms. The smaller room provides living quarters. The larger room is equipped with complete projector-servicing facilities. These include a full set of Bell & Howell servicing jigs, fixtures, and gauges, as well as an oscilloscope, a volt-ohm meter, a tube tester, and all other required special electronic testing instruments. In addition, the trailer will carry a complete stock of repair parts and of such consumable items as projection lamps, pilot and exciter lamps, tubes, and spring belts for every type of B&H projector.

The appearance of this first of a fleet of service trailers reflects these facts: (1) that a great number of Bell & Howell sound and silent

projectors are in use throughout the country, (2) that B&H is glad to go to great lengths to provide convenient, on-the-spot service for these machines, so that they may be ready to serve their owners excellently at all times.

Bell & Howell Company, 7100 McCormick Road, Chicago 45, Ill.

For brief reference use ASBJ-610.

### RADIO MANUFACTURERS ASSOCIATION

Working in co-operation with the United States Office of Education, a committee to establish standard specifications for school sound systems has been established by the Radio Manufacturers Association. With the use of sound systems and radio certain to increase sharply after this war, the need for creating expertly devised systems to meet each type of use has long been recognized, the RMA pointed out in announcing the committee. While its beginnings before the war attracted wide attention in educational circles, the use of radio equipment demands expert skill in planning and installation, standardized parts permitting maintenance and the continued supervision by the installer to assure good results. The new committee will be guided by the statement of the Committee on Scientific Aids to Learning: "Before ordering a sound system, be sure you know what you want to do with it and what services you expect it to perform. . . . Be sure you know how it will be serviced when something goes wrong—as it surely will, even if it is only the burning out of a tube." In addition to establishing standard specifications, expert counsel necessary before installation and skill and familiarity with the system after installation will be the function of the machinery to be created by the RMA committee.

Radio Manufacturers Association, 43 East Ohio Street, Chicago 11, Ill.

For brief reference use ASBJ-611.

### BASIC PRODUCTION DIAGRAM

A 24 by 11-in. chart showing diagrammatically how the Wyandotte Chemicals Corporation, Wyandotte, Mich., manufactures the dry ice, chlorine, caustic soda, calcium chloride, soda ash, and sodium bicarbonate which it uses in the manufacture of its many chemical products, will be sent on request to science teachers. The chart makes an excellent bulletin board display.

Wyandotte Chemicals Corp., Wyandotte, Mich.

For brief reference use ASBJ-612.

### VISUAL EDUCATION POSTGRADUATE COURSES

Two universities, Northwestern and Leland Stanford, will have summer courses for graduate instruction in classroom use for audio-visual teaching aids. Both universities will present courses designed for administrators, supervisors, and grade teachers. The subjects to be covered include the utilization of teaching aids, organization and administration, care of equipment, selection of materials, and the production of teaching aids within the school. The courses will be administered under the direction of Charles R. Crakes.

DeVry Corporation, 1111 W. Armitage, Chicago 14, Ill.

For brief reference use ASBJ-613.

### POSTWAR BANDS AND ORCHESTRAS

C. G. Conn, Ltd., have planned an intensive campaign for postwar music and issued two brochures covering the subject: "Fun and Popularity Through Music" and "Music—The Emotional Outlet for Youth." The latter is beamed especially to parents. Both booklets are worth study at this time by all interested in music in the schools.

C. G. Conn, Ltd., Elkhart, Ind.

For brief reference use ASBJ-614.

### ALUMINUM LADDERS

A complete line of ladders in all-aluminum tubular rail and channel-rail construction is being announced for immediate delivery. All aluminum construction offers the advantages of light weight plus greater strength and safety. Heavy duty and light and medium types in both single and extension models, folding ladders, and utilities plus heavy aluminum platform step ladders are available.

Duo-Safety Ladder Corp., 809 Ninth Street, Oshkosh, Wis.

For brief reference use ASBJ-615.

### SCIENCE EDUCATION

World War II truly has been called a scientist's war. Postwar applications of the best war developments are almost limitless, and will provide opportunities for well-trained science students. Westinghouse has prepared a "Little Science Series" of booklets—short, complete introductions to different fields of science work to supplant the various textbooks. Wall charts have also been developed, to meet obvious supplemental needs.

Westinghouse Editorial Service, 306 Fourth Ave., P.O. Box 1017, Pittsburgh 30, Pa.

For brief reference use ASBJ-616.

### LATE FILM RELEASES

GUNG HO! (Universal). No. 2558. 9 reels

The selection and training of Carlson's Raiders for their epochal assault on Makin Island. Best battle scenes to come out of Hollywood. Available from June 31, 1945, for approved non-theatrical audiences.

MOONLIGHT IN VERMONT (Universal). No. 2557. 6 reels

Comedy romance of dramatic school, to help solve the farm help shortage and make it possible for Cinderella to return to school. Available from June 24, 1945, for approved nontheatrical audiences.

Bell & Howell Company, 7100 McCormick Road, Chicago 45, Ill.

For brief reference use ASBJ-617.

### THE SCIENCE OF MILK PRODUCTION

An effectual effort has been made to visualize the detailed story of milk production. A four-reel film—running time 42 minutes, condenses a vast amount of scientific data and findings into a simple and easily understood account of how the cow functions as a milk factory. To be shown to groups in schools and colleges.

Jam Handy Organization, 2900 E. Grand, Detroit 11, Mich.

For brief reference use ASBJ-618.

### SUGGESTIONS FOR CAFETERIAS

Hobart has published "Suggestions for the Kitchen Manager" (Form ED3245), Posters "Proper Handling of Tableware" (Form ED1145), and "Suggestions for Dish Machine Operators" (Form ED3145). Increased load on present dishwashing equipment may be obtained from suggestions contained in the folders.

The Hobart Manufacturing Company, Troy, Ohio.

For brief reference use ASBJ-619.

### SEEING IT THROUGH

Wartime accomplishments of an American industrial organization are told in a 56-page booklet issued recently by Bausch & Lomb Optical Co., of Rochester, N. Y. Profusely illustrated, the booklet entitled, "Seeing it Through" is a report to employees, servicemen, and friends on the production of optical instruments of war and their successful use on every front. Outlining the potential danger of a nation at war without adequate and self-sufficient means to supply optical glass and optical instruments, the book shows the measures taken to provide these essentials, undertaken before Pearl Harbor, and carried on with ever increasing acceleration after the war came. That the performance of the Company has been high is indicated by the many awards and citations received from government agencies and the fighting forces



themselves. One of the first 14 organizations to be awarded the Army-Navy "E" the company has continuously merited renewal, and at present flies the Army-Navy "E" with 5 stars.

*Bausch & Lomb Optical Co., Rochester, N. Y.*  
For brief reference use ASBJ-620.

#### FILMOSOUND LIBRARY RELEASES

**Never A Dull Moment** (Universal). No. 2566. 6 reels. A zany comedy with music—and very well named. The "Three Funny Bunnies" are supposed to double as jewel thieves but fail to learn the crooks' cues and routines. Available from May 19, 1945 for approved nontheatrical audiences.

**Phantom Lady** (Universal). No. 2560. 9 reels. A casual, passing acquaintance has to be found in order that an innocent man may be freed of a murder charge. Available from July 28, 1945 for approved nontheatrical audiences.

**Sing A Jingle** (Universal). No. 2559. 6 reels. Ace radio crooner drops out of sight when army "physical" rejects him after big publicity build-up, and is rediscovered putting on morale show in war plant, where he is regular employee. Available from July 7, 1945, for approved nontheatrical audiences.

*Bell & Howell Company, 7100 McCormick Road, Chicago 45, Ill.*

For brief reference use ASBJ-621.

#### ENCYCLOPEDIA OF SAFETY INFORMATION

Alarms and sirens, finger-printing equipment, fire extinguishers, fire-fighting accessories, foam generators and chemicals, hose, hose carts and reels, industrial cabinets, lights, masks, and many other items of safety equipment and maintenance are exhaustively treated and illustrated in the new Buyers' Encyclopedia of Safety Information. This may now be had by anyone interested in general equipment for safety.

*The General Detroit Corp., 2200-2272 E. Jefferson Ave., Detroit 7, Mich.*

For brief reference use ASBJ-622.

#### NEW SIMPLIFIED STANDARDS FOR CRAYONS AND CHALKS

The National Bureau of Standards of the U. S. Department of Commerce has announced the revision of standards for crayons, chalks, and modeling clays for school use. These standards contained in Recommendation R92-42, offer new standards for types, sizes, and packaging, and include colors for drawing crayons, paste's, chalks and modeling clays, as well as types, sizes, packaging, and color for semimoist water colors, dry-cake water colors, liquid tempera, and powder tempera.

#### SCHOOL-BOND SALES

During the month of March, 1945, sales of school bonds were reported in the amount of \$10,006,200, at an average yield of 1.46 per cent. During the same period, notes and refunding bonds were sold in the amount of \$2,122,000.

During the month of April, 1945, school bonds were sold in the amount of \$3,340,000, at an average yield of 1.35 per cent. During the same period, refunding bonds and short-term notes were sold in the amount of \$1,272,500. The interest rate on permanent bonds is the lowest in the history of school financing.

#### SCHOOL-BUILDING CONSTRUCTION

During the month of March, 1945, contracts were let, in 11 states west of the Rockies, for the construction of 29 school buildings, at a cost of \$2,064,550. Forty-three additional buildings were reported in preliminary stages, at an estimated cost of \$3,435,200.

Dodge reports that during April, 1945, contracts were let for 109 educational buildings, to be erected in 37 states east of the Rockies, at a cost of \$4,336,000.

During the month of April, Dodge reports that contracts were let for 141 educational buildings, to cost \$5,403,000.

► SUPR. VIRGIL STINEBAUGH, of Indianapolis, Ind., has been re-elected for a four-year term, beginning July 1, 1945.

► SUPR. F. L. SKAITH, of Maryville, Mo., has been re-elected for a three-year term, with an annual increase in salary.

## Guide to Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertiser or use the coupon in requesting information from a number of advertisers.

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The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the coupon to the AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention. BRUCE—MILWAUKEE.

#### American School Board Journal

540 North Milwaukee St., Milwaukee 1, Wis.

Please send information offered in the advertisements we have encircled.

600 601 602 603 604 605 606 607 608 609 610 611 612 613  
614 615 616 617 618 619 620 621 622 623 624 625 626 627  
628 629 630 631 632 633 634 635 636 637 638 639 640 641  
642 643 644 645 646 647 648

Also information on .....

Name ..... Please Print

Title ..... School .....

City ..... State .....

## To those who wonder why we need still bigger War Loans

**I**N THE 7th War Loan, you're being asked to lend 7 billion dollars—4 billion in E Bonds alone.

That's the biggest quota for individuals to date.

Maybe you've wondered why, when we've apparently got the Nazis pretty well cleaned up, Uncle Sam asks you to lend more money than ever before.

If you have, here are some of the answers:

### **This war isn't getting any cheaper**

No matter what happens to Germany—or when—the cost of the war won't decrease this year.

We're building up a whole new air force—with new jet-propelled planes and bigger bombers. We're now building—even with announced reductions—enough new ships to make a fair-sized navy. We're moving a whole war half around the world. We're caring for wounded who are arriving home at the rate of one a minute.

Furthermore, there will be only 2 War Loans this year—instead of the 3 we had in 1944.

Each of us, therefore, must lend as much in two chunks this year as we did last year in three. That's another reason why your quota in the 7th is bigger than before.

The 7th War Loan is a challenge to every American. The goal for individuals is the highest for any war loan to date. The same goes for the E Bond goal. Find your personal quota—and make it!



## ***ALL OUT FOR THE MIGHTY 7<sup>th</sup> WAR LOAN***

THE AMERICAN SCHOOL BOARD JOURNAL